

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 8th		Curricular Area: Language Arts	
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1A Word Recognition and Word Study <ul style="list-style-type: none"> • Word Recognition • Fluency • Vocabulary 	2A Writing Genre <ul style="list-style-type: none"> • Narrative Writing • Historical Expository Writing • Research Report 	3A Conventions <ul style="list-style-type: none"> • Practice Effective Communication Skills • Adjust Use of Language for Different Purposes • Use Common Grammatical Structures 	4A Conventions <ul style="list-style-type: none"> • Analyze Content and Message of Media • Exhibit Appropriate Audience Behavior • Analyze Verbal and Non-Verbal Strategies
1B Narrative Text <ul style="list-style-type: none"> • Examine Literary Elements and Structure • Identify Author’s Style and Purpose • Analyze the Use of Literary Devices 	2B Writing Process <ul style="list-style-type: none"> • Planning (Pre-writing) • Write Draft • Revise Draft <ul style="list-style-type: none"> *Elaboration *Clarification • Proofread & Edit 	3B Discourse <ul style="list-style-type: none"> • Engage in Interactive Discussions • Respond to Multiple Text Types • Discuss Written Narratives • Deliver an Informational Presentation 	4B Response <ul style="list-style-type: none"> • Take Notes on a Variety of Genre • Ask Clarifying Questions • Respond to Classic and Contemporary Texts • Identify Propaganda • Paraphrase Main Ideas



Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE-cont.*

Grade Level: 8th		Curricular Area: Language Arts	
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1C Informational Text <ul style="list-style-type: none"> • Identify Features of Informational Text • Study Organizational Text Patterns • Explain the Usage of Text Features 	2C Personal Style		
1D Comprehension <ul style="list-style-type: none"> • Text-to-Self and Text-to-Text Connections • Concise Summarization • Analysis of Global Themes, Universal Truths, and Principles in Text • Application from Science, Social Studies, & Math 	2D Grammar & Usage		
1E Metacognition	2E Spelling		
1F Critical Standards	2F Handwriting		
1G Reading Attitude	2G Writing Attitude		



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Word Recognition and Word Study)

Outcome 1A: Students will use their knowledge of word structure, semantic analysis, and context clues to increase fluency and to recognize and understand grade level vocabulary and literary terms.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, to infer the history of the English language, and common word origins.</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>ELA.1.MS.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.</p> <p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.1.MS.4 Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use</p>	<p>Word Study:</p> <p>Explore common elements in the same word in different languages (e.g., father, Vater, pater, padre,)</p> <ul style="list-style-type: none"> • Write to the American Bible Society for information on different languages. Use the information to study how particular Bible verses are translated into different languages. <p>Study important, vocabulary words from content areas.</p> <ul style="list-style-type: none"> • Use a Bible dictionary or encyclopedia to find words related to the topic being studied in religion class. Use those words as part of weekly vocabulary and spelling lists. • Select words from the Bible or Christian doctrine to use as a vocabulary unit. Have students define the words and use them in contextually correct sentences. • Encourage students to use selected vocabulary words in open-ended sentences. What my faith means to me... I feel closest to God when...



<p>Grade Level Content Expectations (GLCEs)</p> <p>R.WS.08.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p>information, and matching form to content. Michigan Benchmarks</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.1 Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p> <p>ELA.4.MS.3 Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.7.MS.1 Use a combination of strategies when Encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies</p>	<p>Teaching the Faith Activities</p> <p>Word Study:</p> <p>Interpret abbreviations and acronyms.</p> <ul style="list-style-type: none"> • Have students develop acronyms for certain words such as grace, mercy, faith, or peace. • Each student could share their acronym as a classroom devotion. <p>Fluency:</p> <p>Read fluently a story they have written for a group of younger children.</p> <ul style="list-style-type: none"> • Write a brief story based on a biblical principle, such as truth, honesty, etc. Read the story as a part of a chapel presentation, or read it to another class. • Provide a summer reading list, including books by Christian authors and on Christian topics. Have students select two or three books to read over the summer.
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	to deal with new communication needs.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A Word Recognition and Word Study Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (<i>Italics indicates the one used</i>).	Dates Taught (month/day/initials):				
R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.					
R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, to infer the history of the English language, and common word origins.					
R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Narrative Text)

Outcome 1B: The student will analyze the elements of structure, characterization, conflict, style, symbolism and purpose in narrative genre.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender; race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p> <p>R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.NT.08.04 Analyze author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes,</p>	<p>Identify and discuss differences in the behavior of two characters or the handling of the same topic by several authors.</p> <ul style="list-style-type: none"> • Divide students into four groups. Give each group one of the four Gospels and point students to narratives that would be found in the four Gospels. The Concordia Self-Study Bible has a chart on page 1606 that would serve as a helpful starting point. Have each group read their assigned narrative. Then have all the groups create a chart that compares details of the same story as told by different authors. • Have students read the story of the Pharisee and the Publican. Use a Venn diagram to list the characteristics of both men. • Search the library catalog for two books written on the same subject, one by a Christian writer and one by a non-Christian author. Read both books. Compare how each author deals with the topic. <p>Identify different genres of literature such as the poetry of Psalms and the narrative of Luke.</p>



	<p>issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.2 Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<ul style="list-style-type: none"> • Categorize the books of the Bible according to their genres. • Read one of the New Testament epistles. Then write a letter to a friend, real or imaginary, sharing your Christian faith. <p>Read examples of Christian science fiction or adventure stories such as the Adventure Quest series (available from Concordia Publishing House) to determine the pattern for writing a story.</p> <ul style="list-style-type: none"> • Use a story map to define the setting, characters, conflicts and plot. <p>React to an author's use of language and word pictures.</p> <ul style="list-style-type: none"> • Read Proverbs 31. Identify the various pictures created and discuss the jobs done. Prepare a collage, PowerPoint presentation, or scrapbook to go with the reading. • Select specific proverbs to draw in detail, showing the author's ideas. • Search Proverbs and Psalms for examples of simile, metaphor, and alliteration.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B Narrative Text Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender; race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.					
R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.					
R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.					
R.NT.08.04 Analyze author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Informational Text)

Outcome 1C: The student will read and analyze the structure, purpose, organizational patterns, and style of a variety of informational genre.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith
<p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational text patterns including chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional</p>	<p>Read and interpret diagrams, charts, tables, maps, graphs, and time lines.</p> <ul style="list-style-type: none"> • Make a time line of the events in Jesus; life from birth through death. • Use the Concordia Self-Study Bible diagrams and text to write a descriptive paragraph of various temples in the Bible. • Use a Bible time line to write a brief report on the time between the testaments. Present the report to the class. <p>Use a Bible map, time line, and concordance to aid interpretation of the Scriptures.</p> <ul style="list-style-type: none"> • Use a Bible concordance to develop a Bible study on a topic. • Develop a map that traces the 40-year desert sojourn of the children of Israel. Label and highlight places at which important events occurred. Summarize those events. • Create a map that shows Paul’s missionary journeys. Label each journey with a different color. Label the places visited by Paul and include brief summaries of his message at each stop. <p>Select a job and search the classified section of a</p>



	<p>characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5 Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.</p>	<p>newspaper to discover possible options.</p> <ul style="list-style-type: none"> • Write a list of the requirements for a particular job. • Research a particular job, including interviewing someone who holds that position. • Look through the classified ads in the newspaper to match up modern-day jobs with biblical characters who meet the job qualifications. Share the results with classmates.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C Informational Text Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.					
R.IT.08.02 Analyze organizational text patterns including chronological sequence, compare/contrast, and cause/effect.					
R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Comprehension)

Outcome 1D: The student will analyze global themes in literature, summarize grade-level texts, draw important conclusions and connect personal knowledge to texts through oral and written responses.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers</p>	<p>Write an opinion piece about your feelings toward a particular biblical character. Compare this character to yourself.</p> <p>Write entries in a diary or personal journal.</p> <ul style="list-style-type: none"> • Study one of Paul’s letters. Rewrite the letter as diary entries. • Select Bible verses for students to reflect on in a journal. • Write a journal entry from the point of view of a biblical character: Noah when the rain started; Zacchaeus waiting in the tree; etc. • Brainstorm a list, in a journal, related to a theme such as love, death, faith, grace, or mercy. Read Bible verses related to the theme and add them to your journal list; reflect on your new understandings. • Have students write in their journals about a specific idea; The times I feel God most are...; My faith is strongest when...; As Christians grow in their faith, they.....



	<p>use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5</p>	
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	<p>Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.1 Use a combination of strategies when Encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>Michigan Benchmarks</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	
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	<p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D Comprehension Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.					
R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.					
R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.					
R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Metacognition)

Outcome 1E: The student will use a variety of skills and strategies to self-monitor their comprehension.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p>ELA.1.MS.3 Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	<p>Contribute to sentence-combining exercises.</p> <ul style="list-style-type: none"> • Have students read an excerpt from the Bible and develop a set of simple sentences summarizing the reading. Focus on topics such as: grace, faithfulness, self-control, Jesus’ life, or miracles. Then have them work in pairs to share their sentence lists and create complete sentences that capture the central ideas of the reading. • Develop Bible Literature Circles. Have students divide into small groups of 3-5. Let the group determine which book of the Bible they will read. They assign themselves which part to read each night. The group reads its assigned section and meets the next day to discuss the reading. Individual jobs which can be assigned within the group include the following: a <i>Connector</i>—someone who makes connections between the reading and real life; a <i>Meaning Extractor</i>—someone who summarizes the essence of the reading; a <i>Highlighter</i>—someone who selects particular passages and shares their meaning.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1E Metacognition Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.					
R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.					



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Michigan District Lutheran School Curriculum *OUTCOME* – Grade 8

Curricular Area: Language Arts (Reading/Critical Standards)

Outcome 1F: The student will thoughtfully and critically assess their own writing and the writing of others.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.08.01 Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>ELA.2.MS.3 Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.</p> <p>ELA.7.MS.3 Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and context.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and</p>	<ul style="list-style-type: none"> • Have students write a critique of a book they have read, commenting on its value for a Christian young person.



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	<p>representing.</p> <p>ELA.12.MS.4 Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1F Critical Standards Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.CS.08.01 Compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Reading/Reading Attitude)

Outcome 1G: The student will be enthusiastic about reading and will engage in reading and writing independently.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>	<p>Choose books that are of interest to read in leisure time.</p> <ul style="list-style-type: none"> • Challenge the students themselves to read selected sections of the Bible or certain selected books of the Bible. Set up a schedule and keep to it. Keep a spiritual journal in which the reader can record thoughts and ideas as each section is read. • Do a library card catalog search on Christian books and Christian authors. Develop a bibliography from which students can select books to read. • Provide a summer reading list, including books by Christian authors and on Christian topics. Have students select two or three books to read over the summer. • Dramatize a Bible story for chapel. Write a script; prepare the actors, and perform the story.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1G Reading Attitude Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 1-Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Writing Genre)

Outcome 2A: The student will write a variety of cohesive narrative and expository pieces utilizing the writing process.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and ploy devices (e.g. narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p> <p>W.GN.08.02 Write a historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p> <p>W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter arguments that culminate in a presented final project using the writing process.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1 Select, read, listen to, view, and respond</p>	<p>Examine the poetic form (rhyme and meter) of a favorite hymn or worship song.</p> <ul style="list-style-type: none"> • Have students work in groups to list the hymns that follow a particular poetic form. • Select a favorite hymn, write out its stanzas as a poem, and examine its poetic form. • Identify the rhyme scheme of three selected hymns or worship songs. <p>Write a two-to four-page science-fiction or adventure story.</p> <ul style="list-style-type: none"> • Read examples of Christian science fiction or adventure such as the Adventure Quest series (available from Concordia Publishing House) to determine the pattern for writing a story. Or select a character from one of those books and write a new chapter for the book. • Use a story ladder or story map to plot the elements of a story. <p>Imagine that you are a missionary. Write a story about your adventures. Include a faith experience in the text</p>



	<p>thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry. Michigan Benchmarks</p> <p>ELA.8.MS.2 Describe and use characteristics of various narrative</p>	<p>Convert a rhymed poem such as a hymn to free verse.</p> <ul style="list-style-type: none"> Select a favorite hymn to rewrite as a free-verse poem. <p>Write a research paper, using three to five sources and documenting them correctly.</p> <ul style="list-style-type: none"> Research a biblical country such as Israel or Egypt, a geographical area such as the Jordan River or the Nile River, and write a report. Research different religions and write about them from a Christian perspective. Research and write a paper on evolution versus creation. Research and write a paper on any of the following topics from a Law/Gospel perspective: martyrs, saints, missionaries, disciples, Christian communities, capital punishment. <p>Evaluate writing in terms of sequential development, supporting detail, and cause and effect.</p> <ul style="list-style-type: none"> Use stories from the Gospel writers to compare the sequential development of each story across differing texts. The Concordia Self-Study Bible has a helpful chart on page 1606 that cross-references repeated stories. <p>Write entries in a diary or personal journal.</p>
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	<p>genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.8.MS.5 Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence and logical argument. Michigan Benchmarks</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and</p>	<ul style="list-style-type: none"> • Study one of Paul’s letters. Rewrite the letter as diary entries. • Write a journal entry from the point of view of a biblical character: Noah-- when the rain started; Zacchaeus--waiting in the tree; etc. <p>Participate in a group dramatization of a familiar story for younger students.</p> <ul style="list-style-type: none"> • Dramatize a Bible story for chapel, writing a script, preparing the actors, and performing the story. • Prepare a puppet show based on a Bible story younger students have heard. • Prepare a TV news show dramatizing a Bible story such as Peter’s miraculous catch of fish. Have students take the parts of reporters, and anchors, and other roles. Perform and tape the show. <p>Study Proverbs 5:16; 16:19, 32; 17:1, 12 for “better...than” comparisons. After the students have read and discussed the verses, have them write their own modern proverbs using the “better...than” format.</p> <ul style="list-style-type: none"> • Write a letter of application for a summer job. • Write a letter of application for one of the following positions: one of Jesus’ disciples; someone to work and study with Paul; or someone to work for Noah.
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	<p>research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.1 Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/ laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.MS.3 Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>	<p>List qualifications you possess to do the job.</p> <ul style="list-style-type: none"> • Write a resume about yourself, listing experiences and personal qualities that would qualify you for a job.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A Writing Genre Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 2-Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and ploy devices (e.g. narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).					
W.GN.08.02 Write a historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.					
W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter arguments that culminate in a presented final project using the writing process.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Writing Process)

Outcome 2B: The student will apply a variety of pre-writing, revising and editing strategies to both narrative and informational writing.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.08.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g. graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g. compare/contrast, cause/effect, or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.2.MS.3 Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.</p> <p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone,</p>	<p>Evaluate writing in terms of sequential development, supporting detail, and cause and effect.</p> <ul style="list-style-type: none"> • Use stories from the Gospel writers to compare the sequential development of each story across differing texts. The Concordia Self-Study Bible has a helpful chart on page 1606 that cross-references repeated stories. <p>Prepare a speech and adapt it for two different audiences or purposes.</p> <ul style="list-style-type: none"> • Have students select a topic such as peace, faith, hope, or joy and prepare a speech to be given in chapel. • Have students prepare an object lesson to deliver as a chapel talk for younger children. <p>Write a research paper, using three to five sources and documenting them correctly.</p> <ul style="list-style-type: none"> • Research a biblical country such as Israel or Egypt, a geographical area such as the Jordan River or the Nile River, and write a report.



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	<p>recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical</p>	<ul style="list-style-type: none"> • Research different religions and write about them from a Christian perspective. • Research and write a paper on evolution versus creation. • Research and write a paper on any of the following topics from a Law/Gospel perspective: martyrs, saints, missionaries, disciples, Christian communities, capital punishment. <p>Use accurate facts and valid sources of information to support ideas.</p> <p>Students will proofread their own writing to check mechanics and revise it.</p>
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	<p>constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.11.MS.2 Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of</p>	
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	<p>individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B Writing Process Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: _____ Dates Taught (month/day/initials): _____				
W.PR.08.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.					
W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g. graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g. compare/contrast, cause/effect, or sequential text patterns).					
W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.					
W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.					
W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Personal Style)

Outcome 2C: The student will develop a personal style and voice in writing.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>ELA.2.MS.2 Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.7 Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> <p>ELA.8.MS.3 Describe and use characteristics of various</p>	<ul style="list-style-type: none"> • Write a letter to the editor on a current issue, using good mechanics, a logical flow of ideas, and strong evidence to support your position. • Write a letter to the editor of a Christian journal such as the <i>Lutheran Witness</i> or <i>Brio</i>, expressing your opinion. • Write a personal reaction paper on one of the following topics: abortion, ecological concerns, crime, world hunger, child abuse, drugs, teenage pregnancy, gangs, hazardous waste, or others. Include your Christian witness. Submit the paper to your church newsletter. • Write to your congressman or senator about a current issue. • Become pen-pals with students in a lower grade. Write letters sharing their faith with their pen pals. • Write an opinion piece about your feelings toward a particular biblical character. Compare this character to yourself.



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	<p>informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence and logical argument.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C Personal Style Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: _____ Dates Taught (month/day/initials): _____				
W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Grammar and Usage)

Outcome 2D: The student will use correct writing conventions and proper grammatical structure.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinities, gerunds, participial phrases, and dashes or ellipses.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Use compound and complex sentences in writing and speaking.</p> <ul style="list-style-type: none"> • Study Luther’s explanation of the Creed as an example of complex sentences. • Write prayers that utilize both types of sentences. <p>Select important words from content areas and spell them correctly.</p> <p>Proofread their own writing to check mechanics and revise it.</p>



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D Grammar and Usage Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: Dates Taught (month/day/initials):				
W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.					



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Michigan District Lutheran School Curriculum *OUTCOMES*– Grade 8

Curricular Area: Language Arts (Writing/Spelling)

Outcome 2E: The student will use correct spelling conventions.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.08.01 In the context of writing use correct spelling conventions.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.8.MS.1 Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>Select important, vocabulary words from content areas and spell them correctly.</p> <ul style="list-style-type: none"> • Use a Bible dictionary or encyclopedia to find words related to the topic being studied in religion class. Use those words as part of weekly vocabulary and spelling lists. • Select words from the Bible or Christian doctrine to use as a vocabulary unit. Have students define the words and use them in contextually correct sentences. • Encourage students to use selected vocabulary words in open-ended sentences. What my faith means to me... I feel closest to God when...



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E Spelling Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: Dates Taught (month/day/initials):				
W.SP.08.01 In the context of writing, use correct spelling conventions.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Handwriting)

Outcome 2F: The student will write neatly and legibly.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.HW.87.01 Write neat and legible compositions.</p>	<p>ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p>	<p>Write entries in a diary or personal journal</p> <ul style="list-style-type: none"> • Study one of Paul’s letters. Rewrite the letter as diary entries. • Select Bible verses for students to reflect on in a journal



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2F Handwriting Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 2-Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	Dates Taught (month/day/initials):				
W.HW.08.01 Write neat and legible compositions.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Writing/Writing Attitude)

Outcome 2G: The student will develop an enthusiasm for writing.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.AT.08.01 Be enthusiastic about writing and learning to write.</p>	<p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p>	<p>Write entries in a diary or personal journal.</p> <ul style="list-style-type: none"> • Study one of Paul’s letters. Rewrite the letter as diary entries. • Write a journal entry from the point of view of a biblical character: Noah-- when the rain started; Zacchaeus--waiting in the tree; etc. <p>Participate in a group dramatization of a familiar story for younger students.</p> <ul style="list-style-type: none"> • Dramatize a Bible story for chapel, writing a script, preparing the actors, and performing the story. • Prepare a puppet show based on a Bible story younger students have heard. • Prepare a TV news show dramatizing a Bible story such as Peter’s miraculous catch of fish. Have students take the parts of reporters, and anchors, and other roles. Perform and tape the show. <p>Study Proverbs 5:16; 16:19, 32; 17:1, 12 for “better...than” comparisons. After the students have read and discussed the verses, have them write their own modern proverbs using the “better...than” format.</p>



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2G Writing Attitude Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/Unit 2-Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (<i>Italics indicates the one used</i>).	School Year:				
W.AT.08.01 Be enthusiastic about writing and learning to write.	Dates Taught (month/day/initials):				



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Speaking/Conventions)

Outcome 3A: The student will use language to speak effectively with a variety of audiences during informational and persuasive presentations.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.</p> <p>S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.</p> <p>S.CN.08.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.4.MS.4 Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field.</p>	<p>Participate in a group dramatization of a familiar story for younger students.</p> <ul style="list-style-type: none"> • Dramatize a Bible story for chapel, writing a script, preparing the actors, and performing the story. • Prepare a puppet show based on a Bible story younger students have heard. • Prepare a TV news show dramatizing a Bible story such as Peter’s miraculous catch of fish. Have students take the parts of reporters, and anchors, and other roles. Perform and tape the show. <p>Make use of facial expressions, physical movements, and symbols as aids in gaining meaning from non-written communication.</p> <p>Prepare a speech and adapt it for two different audiences or purposes.</p> <ul style="list-style-type: none"> • Have students select a topic such as peace, faith, hope, or joy and prepare a speech to be given in chapel. • Have students prepare an object lesson to deliver as a chapel talk or younger



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	<p>Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.6.MS.1 Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	<p>children.</p> <p>Participate in a readers' theater performance.</p> <ul style="list-style-type: none"> • Develop a section of Scripture in reader's theater form. • Select a psalm to use as readers' theater. Work on diction, projection, phrasing and cadence. • Use 1 Corinthians 13 to prepare a dramatic reading and powerpoint.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A Conventions Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 3-Speaking				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: _____ Dates Taught (month/day/initials): _____				
S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.					
S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.					
S.CN.07803 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Speaking/Discourse)

Outcome 3B: The student will engage in a variety of interactive discourse activities, including a well-organized and articulate informational presentation.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p> <p>S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).</p> <p>S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>	<p>ELA.1.MS.1 Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p> <p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>Michigan Benchmarks</p>	<p>React to an author’s use of language and word pictures.</p> <ul style="list-style-type: none"> • Read Proverbs 31. Identify the various pictures created and discuss the jobs done. Prepare a collage, powerpoint, or scrapbook to go with the reading. • Develop Bible Literature Circles. Have students divide into small groups of 3-5. Let the group determine which book of the Bible they will read. They assign themselves which part to read each night. The group reads its assigned section and meets the next day to discuss the reading. Individual jobs which can be assigned within the group include the following: a <i>Connector</i>—someone who makes connections between the reading and real life; a <i>Meaning Extractor</i>—someone who summarizes the essence of the reading; a <i>Highlighter</i>—someone who selects particular passages and shares their meaning. <p>Suggest realistic and logical solutions to a problem.</p> <ul style="list-style-type: none"> • Have students brainstorm a list of problems teenagers face or might face. Keep these problems in a box in the



	<p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1</p>	<p>classroom. At different times, pull out a slip of paper and have small groups discuss the problem, brainstorm solutions, and then role-play their favorite solution. Encourage the solutions that demonstrate Christ’s healing and restoring power</p> <ul style="list-style-type: none"> • Provide scenarios for students to discuss or debate: whether to watch R-rated movies, the effects of popular music on students, when to disobey parents, etc. Have students prepare notes for a debate or a panel discussion. • Interview church members who hold various leadership positions. Ask them about their roles. Then ask them about their secular jobs. Compare/contrast the abilities needed for each job. Share the findings in a written or oral report. • Have students each pick a particular Bible character. Place the Bible character on trial (e.g., Jonah or David or Saul). Interview the character. Hold a press conference, with the students asking questions of the character on trial
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	<p>Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p> <p>ELA.6.MS.4 Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.</p>	
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	<p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.8.MS.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual.</p>	
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	<p>Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p> <p>ELA.11.MS.4 Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B Discourse Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 3-Speaking				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: _____ Dates Taught (month/day/initials): _____				
S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.					
S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.					
S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).					
S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.					



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Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Listening & Viewing/Conventions)

Outcome 4A: The student will demonstrate appropriate audience behavior while listening to or viewing a variety of speeches and presentations, and will critically analyze the content and opinions presented.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith
<p>L.CN.08.01 Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.</p> <p>L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field.</p>	<p>Take notes from an oral presentation and use them for a report on the presentation.</p> <ul style="list-style-type: none"> • Invite the pastor or the church president to make a presentation to the class on a particular topic. Have the students take notes and write a brief report of the talk. • Invite a church member with an interesting occupation or story to speak with the class. Have students take notes and write an article based on the notes for the school or church newsletter.



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	<p>Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue.</p> <p>ELA.12.MS.1 Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of</p>	
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	<p>individual standards when creating texts for formal and informal situations.</p> <p>ELA.12.MS.2 Demonstrate understanding of individual, shared, and academic standards used for different purposes and context.</p> <p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A Conventions Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 4-Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: _____ Dates Taught (month/day/initials): _____				
L.CN.08.01 Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.					
L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.					



Michigan District Lutheran School Curriculum *OUTCOMES* – Grade 8

Curricular Area: Language Arts (Listening & Viewing/Response)

Outcome 4B: The student will employ a variety of listening strategies to determine the purpose, quality and credibility of the speaker or literary work.

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker’s intent and apply a speaker’s reasoning to other situations.</p> <p>L.RP.08.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.08.03 Paraphrase a speaker’s main idea, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.</p> <p>L.RP.08.04 Analyze oral interpretations of literature (e.g. language choice, delivery) and the effect of the interpretations on the listener.</p> <p>L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p> <p>L.RP.08.06 Evaluate the credibility of a speaker by determining</p>	<p>ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p> <p>ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p> <p>ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.</p> <p>ELA.3.MS.2 Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.</p> <p>ELA.3.MS.3 Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p> <p>Michigan Benchmarks</p>	<p>Prepare a speech and adapt it for two different audiences or purposes.</p> <ul style="list-style-type: none"> • Have students select a topic such as peace, faith, hope, or joy and prepare a speech to be given in chapel. • Have students prepare an object lesson to deliver as a chapel talk or younger children.



<p>whether the speaker may have hidden agendas of be otherwise biased.</p> <p>L.RP.08.07 Interpret and analyze the various ways in which visual image-makers (e.g. graphic artists, illustrators) communicate information and affect impressions and opinions.</p>	<p>ELA.3.MS.4 Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p> <p>ELA.3.MS.5 Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p> <p>ELA.3.MS.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.</p> <p>ELA.3.MS.8 Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p> <p>ELA.4.MS.5 Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> <p>ELA.5.MS.1</p>	
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	<p>Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p> <p>ELA.5.MS.2 Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>ELA.5.MS.3 Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p> <p>ELA.5.MS.4 Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p> <p>ELA.5.MS.5 Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p> <p>ELA.6.MS.3 Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.MS.3 Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays)</p>	
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	<p>and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p> <p>ELA.9.MS.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p> <p>ELA.9.MS.2 Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p> <p>ELA.9.MS.3 Develop a thesis using key concepts, supporting evidence, and logical argument.</p> <p>ELA.10.MS.1 Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p> <p>ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p> <p>ELA.10.MS.3 Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p>	
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	<p>ELA.12.MS.3 Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p> <p>ELA.12.MS.5 Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B Response Teacher Name: _____ Grade Level: 8	Curricular Area: Language Arts/ Unit 4-Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(Italics indicates the one used).</i>	School Year: Dates Taught (month/day/initials):				
L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker’s intent and apply a speaker’s reasoning to other situations.					
L.RP.08.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
L.RP.08.03 Paraphrase a speaker’s main idea, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.					
L.RP.08.04 Analyze oral interpretations of literature (e.g. language choice, delivery) and the effect of the interpretations on the listener.					
L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.					
L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.					
L.RP.08.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.					



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