

Questions

Questions for your child's teacher:

- ◆ What books are assigned to my child?
- ◆ Is there a course outline?
- ◆ Do you teach study skills?
- ◆ Are there any field trips scheduled for the school year related to language arts?
- ◆ Do you send home progress reports on a regular basis?
- ◆ Is there a reading list for 8th grade students?

Activities for Home

What can I do to help my child

- ◆ Challenge your child to word games and activities to build their vocabulary.
- ◆ Make flash cards of Greek and Latin prefixes and suffixes to learn the meaning of new words.
- ◆ Enroll your teen in a book club at the Cleveland Public Library.
- ◆ Purchase dictionaries and thesauruses for home use.
- ◆ Encourage your child to read a variety of books (e.g., fiction, how to books, non fiction and poetry).
- ◆ Create a family newsletter to enhance your child's writing and computer skills.
- ◆ Encourage your child to join school clubs that utilize verbal, written and analytical skills.
- ◆ Make note cards and review daily to reinforce classroom instruction.
- ◆ Visit the Cleveland Public Library Author Events.
- ◆ Attend a poetry slam.

A Message from the CMSD

~School Parent Organization~

Dear Families,

This information was created by CMSD families for CMSD families. It is intended to encourage and develop a relationship between parents, students, and school staff.

NOTES:





What should my eighth grader learn about English Language Arts?

Acquisition of Vocabulary Standard

- ◆ Use prior knowledge to help you understand new vocabulary.
- ◆ Understand the differences between figurative (symbolic) and literal (factual, truthful, exact) language.
- ◆ Use prefixes to change the meaning of words.
- ◆ Use dictionary and thesaurus to help with vocabulary comprehension.
- ◆ Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
- ◆ Use multiple resources to enhance comprehension of vocabulary.

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

- ◆ Have students to read books at their grade level.
- ◆ Have students to show their understanding of texts by answering questions.
- ◆ Use appropriate self-monitoring strategies for comprehension.

Informational, Technical and Persuasive Text Standard

- ◆ Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.
- ◆ Identify examples of strategies to make correct and incorrect educational queries, and explain how authors use these strategies to achieve their purposes and reach their intended readers.
- ◆ Decide whether pictures/diagrams help the written information and author's purpose.

- ◆ Break down and explain how an author uses evidence to explain his/her point.
- ◆ Use a variety of sources on one subject to evaluate the many ways authors develop their idea.

Literary Text Standard

- ◆ Break down how characters interact with each other and how that interaction affects the storyline.
- ◆ Break down and explain how the time and place of a story is told affects that reading selection.
- ◆ Identify the steps of the storyline and explain how the author develops problems and the storyline to affect the timely flow of the story.
- ◆ Identify similar story messages that occur across different story selections.
- ◆ Break down and explain the use of various types of literature to express a story message or subject.
- ◆ Identify and break down how an author uses language 'tricks' and effective reading strategies to form and make the meaning of the story clear.
- ◆ Explain how authors make their work unique.

Writing Process Standard

- ◆ Get ideas for writing & choose appropriate topics, that match the audience and reason for writing.
- ◆ Choose useful prewriting methods to get ideas on paper.
- ◆ Make changes to a first draft to make the writing clearer, smoother, and stronger in organization and word choice.
- ◆ Correct mistakes in grammar.
- ◆ Use the right methods to evaluate writing.
- ◆ Use the right legible, presented in the right format, and use technology and graphics when appropriate.

Writing Applications Standard

- ◆ Write stories with a clear time and place, a plot, and develop characters through consistent details and strong word choices.
- ◆ Write responses to literature that more than summarize and support that response by referencing the text, other writing, and personal knowledge.
- ◆ Write letters that follow conventional standards and that include appropriate details and stay on topic. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.
- ◆ Give evidence from the text to support interpretations of literature or to support research topic.
- ◆ Write persuasive paper that states a clear position and backs it up with specific information, facts, and details.

Writing Conventions Standard

- ◆ Use correct traditional spelling.
- ◆ Use correct punctuation and capitalization.
- ◆ Students show understanding of being able to find or locate information from different resources.

Research Standard

- ◆ Student will use their own opinions in the beginning of the project and possibly will change their mind by the end of the project.
- ◆ Student is able to determine whether a source or data they use is trustworthy and useful.
- ◆ Find and collect information from many different resources which support their ideas, ways of thinking, and topic on which they choose.
- ◆ Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.
- ◆ Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

Communications: Oral and Visual Standard

- ◆ Use a variety of strategies to enhance listening comprehension.
- ◆ Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
- ◆ Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
- ◆ Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- ◆ Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
- ◆ Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
- ◆ Give presentations using a variety of delivery methods, visual displays and technology.