



Falcon International School

## English I

### Course Description - Grade 8

### Time Frame - 1 Year

#### **Basic Assumptions for Language Arts Education:**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by: identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read).

**Major Concepts/Content.** The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

The content shall include, but not be limited to, the following:

- Reading as a complex process that includes knowledge of the reader, the author, and the text
- Using effective vocabulary, critical thinking, and study skills
- Developing fluency and appreciation of reading through independent selection of materials
- Reading a variety of materials including fictional, multicultural, informational, and technical texts
- Developing strategic reading through use of before, during, and after reading strategies
- Integrating reading and writing processes
- Using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or nonprint media
- Using speaking, listening, and viewing skills to enhance the reading processes

**After successfully completing this course the student will be able to do the following:**

**-Write and speak with a command of English Standard conventions that are appropriate to each age and grade level.**

Analyze symbol, alliteration, hyperbole, allusion, onomatopoeia, personification, and flashback.

Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

Identify and analyze irony (verbal, situational, and dramatic)

Recognize and understand acronyms.

**-Determine theme and locate supporting details in a literary passage and across the curriculum.**

Determine the elements of literature (e.g., internal conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.

Compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and passages.

**- Apply comprehension skills.**

Describe complex major and minor characters and a definite setting.

Understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

Understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Demonstrate use of comprehension strategies (e.g., generalize; evaluate; infer; paraphrase).

Respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

Respond to literature in written, visual, and oral expression.

**-Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.**

Locate, organize, and interpret written information for a variety of purposes variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

Identify specific interests and the literature that will satisfy those interests.

Know how a literary selection can expand or enrich personal viewpoints or experiences.

**-Demonstrate the ability to adjust strategies and rate depending on purpose and type of reading materials.**

Use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

**-Speaking Applications**

Improve communication skill through practice of discussion and oral presentation techniques.