

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 8

**L. 8. 1**

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

### Essential Components

#### L.8.1.a-d

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

#### \*Extended Understanding

- Recognize and use parallel structure
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### Academic

#### Vocabulary/Language

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

**ULTIMATE LEARNING TARGET TYPE: SKILL**

### BROAD LEARNING TARGET:

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

### Underpinning Knowledge Learning Targets:

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

The student can identify and understand active and passive voice.

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

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

### Underpinning Reasoning/Skill Learning Targets:

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

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

**CCS ELA 6-12**

**PAGE:**

<https://tinyurl.com/CCSEnglish6-12>

**(CAREER CONNECTIONS)**

## Question Ideas

### -A ONE PAGE RESOURCE FOR TEACHING ACTIVE/PASSIVE VOICE AND THE INFLUENCE OF MOOD ON VERB USAGE

<https://owl.english.purdue.edu/owl/resource/539/07/> This One-Page resource has clear examples for all verb types. Verbal phrases are the source of many common errors. Using this guide, edit your writing to be sure that your use of verbals has not caused any of these errors.

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

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

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

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

EXAMPLE-The man *is amusing* the teacher.

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

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

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

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Verbal Poetry** Students select a topic (or teacher assigns one). Student begins each line of the poem with a verbal (infinitive, gerund, or participle). For example: Opening my locker/ to Falling books /Coming to class /Dreading another Boring day

**Dice Sentences** Using a set of two dice, have students actively practice creating sentences with active and passive verbs. Label each side of the first dice with verbs (i.e. to splash) and label each side of the second dice with nouns (i.e. water). Have students create 2 sentences using the same combination of noun/verb. For example: Active: "I splashed my brother with water from the hose." Passive: "I was splashed with water from the hose by my brother."

**Sentence Combining** Students generate six short, simple sentences related to a recent text, video, or presentation (visiting speaker, field trip, etc.). Initially, students work in pairs or as a class to combine two sentences. Continue by working with two more of the remaining sentences. Discuss and determine whether active or passive voice has been used and which "voice" is most appropriate. The use of sentence combining helps students use and apply appropriate language conventions.

### L.7.1 (Prior Grade Standard)

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c.

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### L.9-10.1 (Future Grade Standard)

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 8

<div style="border: 2px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>L. 8. 2</b> </div>	<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>Essential Components</b>  <b>L.8.2.a-c</b>  <b>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b>  <b>b. Use an ellipsis to indicate an omission.</b>  <b>c. Spell correctly.</b></p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-capitalization</li> <li>-comma</li> <li>-command</li> <li>-convention</li> <li>-dash</li> <li>-demonstrate</li> <li>-ellipsis</li> <li>-grammar</li> <li>-indicate</li> <li>-nonrestrictive elements</li> <li>-omission</li> <li>-punctuation</li> <li>-spelling conventions</li> </ul>
<p><b>CCR Anchor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p><b>Essential Understanding</b>  <b>-Rules of capitalization</b>  <b>-Rules of punctuation</b>  <b>-Spelling conventions</b>  <b>*Extended Understanding</b>  <b>-Use colons and semicolons correctly</b></p>	

<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b><u>Underpinning Knowledge/Reasoning Learning Targets:</u></b>  <b>The student can identify and understand the varied uses for commas, dashes, and ellipses.</b></p> <p><b>The student can identify and correct misspelled words, as well as recall and apply spelling conventions.</b></p> <p><b>The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.</b></p> <p><b><u>Underpinning Skill Learning Targets:</u></b>  <b>The student can correctly use commas, dashes, and ellipses, especially to indicate breaks or omissions.</b></p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	

## Question Ideas

Which sentence in this pair is punctuated correctly?

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

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

Which sentences need commas to indicate breaks or pauses?

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Peer Editing with Clock Partners** Peer editing student’s writing is a good way for them to demonstrate their understanding of language conventions such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock assign certain “times” with the different language conventions that you want checked in their writing. Then, students will get with a different partner for each of those times and check just that particular convention. For example, at 12:00 they would meet with a partner and check each other's spelling, and then meet with a different partner at 2:00 to check punctuation, etc. This will help the students to focus on just one element at a time and allow different students to check their writing, and be able to defend their critique. This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally. Students would have the ability to insert comments to help their peers improve their writing.

**Lynne Truss** provides humor along with grammar concepts in trade books students enjoy. *Eats Shoots and Leaves: The Zero Tolerance Approach to Punctuation*; *Twenty-odd Ducks: Why Every Punctuation Mark Counts*.

### L.7.2 (Prior Grade Standard)

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

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b. Spell correctly.

### L.9-10.2 (Future Grade Standard)

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

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 8

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

**Essential Components**  
**L.8.3.a**

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

**Essential Understanding**

- Distinguish between and use verb voice and mood

**Extended Understanding**

- Vary syntax for effect

**Academic Vocabulary/Language**

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

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

**ULTIMATE LEARNING TARGET TYPE: SKILL**

**BROAD LEARNING TARGETS:**

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

**Underpinning Knowledge/Skill Learning Targets:**

The student can identify and understand active and passive voice.

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

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

**Underpinning Reasoning/Skill Learning Targets:**

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

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## Question Ideas

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

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

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Tweet Response** Twitter is a social media tool that most students are familiar with and only allows a user to use 140 characters in their tweet. This is a strategy where students can create responses using verbs in the conditional and subjunctive mood to achieve a particular effect. Students can answer extended response questions or write summaries and then work on writing the response as if it were a tweet in which they only have 140 characters to use to answer. You can add these into a Google chat, blog, etc. or in your Google Classroom, and then students could respond and make comments back to each other.

**Activities for Novels** While students are reading a novel, such as *The Hunger Games* by Suzanne Collins, students apply what they have learned through mini-lessons and activities on the language standards. For example, students write in the subjunctive mood from the point of view of Katniss's family watching her in the Games. They demonstrate an understanding of the subjunctive mood with what her family's recommendations, suggestions, wishes, etc. would be while she is in the Games. Students also practice staying consistent when writing in a particular voice.

### L.7.3 (Prior Grade Standard)

#### Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely.
- b. Recognize and eliminating wordiness and redundancy.

### L.9-10.3 (Future Grade Standard)

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

- a. Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 8

<p><b>L. 8. 4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>Essential Components</b> <b>L.8.4.a-d</b></p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-affixes (Greek and Latin)</li> <li>-clarify</li> <li>-content</li> <li>-context clues</li> <li>-determine</li> <li>-etymology</li> <li>-flexibly</li> <li>-infer</li> <li>-multiple-meaning</li> <li>-part of speech</li> <li>-phrases</li> <li>-precise</li> <li>-preliminary</li> <li>-pronunciation</li> <li>-reference materials (general and specialized)</li> <li>-roots (Greek and Latin)</li> <li>-strategies</li> </ul>
<p><b>CCR Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b> The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b> The student can identify and understand context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), varied Greek/Latin affixes and roots, and pronunciation guides.</p> <p>The student can understand how to use print and digital reference materials, both general and specialized.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b> The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</p> <p>The student can determine the pronunciation and part of speech of words by consulting reference materials.</p>	
<p><b>CCS ELA 6-12 PAGE:</b> <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a> <b>(CAREER CONNECTIONS)</b></p>		

## Question/Activity Ideas

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

Create Root/Prefix/Suffix Dice to have students work in partners to roll out “words” and create meanings.

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

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

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

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

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

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

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

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Writing Using Connotation** After reading a short story, like *Tell-Tale Heart* by Edgar Allan Poe, students must write a summary of the story in a positive or negative connotation. The teacher assigns which one students are responsible for, and the students share out when they are done.

**Fill in the Blank (Context)** After reading a non-fiction article or a paragraph in a whole-class novel study, display 2-3 sentences that feature particularly difficult, dense, or technical language in the front of the room. Blackout or cover up the vocabulary you would like your students to understand.

Reading through the sentences, have students guess what word is missing from the sentence. Using the guess word, have students create a list of synonyms. Reveal the word from the original work- did your students choose the right word? How did they get to their answer? Using student input, go back as a class and highlight the words in the sentences that helped students make their educated guess. This is a great model to teach students how to go about making meanings based on context that they could then apply to future readings.

### L.7.4 (Prior Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

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

### L.9-10.4 (Future Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 8

<p><b>L. 8. 5</b> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p><b>Essential Components</b>  <b>L.8.5.a-c</b>  a. Interpret figures of speech (e.g., verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><b>Academic Vocabulary/Language</b>  -analogy      -association  -connotation/connotative  -context  -demonstrate  -denotation  -determine  -diction  -distinguish  -figurative language  (See <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>)  -interpret      -nuance  -phrases      -pun  -verbal irony/irony  -word relationships</p>
<p><b>CCR Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Extended Understanding</b>  - Interpret figures of speech (e.g., euphemism, oxymoron) and analyze their role.</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  The student can identify and understand words and phrases that have connotative and figurative meaning, especially verbal irony and puns.</p> <p>The student can identify and understand varied word relationships.</p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>  The student can determine the figurative, literal, and connotative meanings of words and phrases.  The student can determine the relationship between words.  The student can determine the difference between words with similar meanings (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	

## Question Ideas

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

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

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

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

Ex. contaminated:pure :: \_\_\_\_\_:feeble

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

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Marketing** Create an advertisement to market an original product. Through the use of persuasive figurative language, convince your readers that your product is worthy to purchase. Your advertisement will be a narrative (paragraph form), which explains the benefits of your product and includes examples of figurative language to enhance its appeal. Create an infomercial that students record and play for class. Have different classes vote for their favorite, most convincing infomercial.

**Euphemism Haiku** Select a word to use in the first line of the haiku and use euphemisms for that word in each subsequent line following the 5-7-5 syllable for of a haiku. For example:

A cheap gift could be  
frugal, economical,  
low-priced or thrifty

### L.7.5 (Prior Grade Standard)

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

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

### L.9-10.5 (Future Grade Standard)

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grade 8

<p><b>L. 8. 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>Essential Understanding</u>          -Acquire and demonstrate command of grade-level general academic and domain-specific vocabulary          -Gather vocabulary knowledge during reading comprehension          -Gather vocabulary knowledge through speaking, listening, and writing.</p>	<p><u>Academic Vocabulary/Language</u>          -accurate          -acquire          -comprehension          -consider          -domain          -expression          -phrases          -tier two words (general academic)          -tier three words (domain-specific)          -vocabulary</p>
<p><b>CCR Anchor:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>*Extended Understanding</u>          -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><u><b>BROAD LEARNING TARGETS:</b></u>  <b>The student can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</b>  <b>The student can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>          (CAREER CONNECTIONS)</p>	<p><u><b>Underpinning Reasoning Learning Targets:</b></u>  <b>The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.</b>  <b>The student can select appropriate resources to aid in gathering vocabulary knowledge.</b></p>	

## Question Ideas

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

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

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

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

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

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

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Concept Circles** Students draw a circle approximately four inches in diameter and divide it into quarters. Students choose four vocabulary words from their study of a topic or a text and use those found words to write about how they relate to the topic and each other. These can be teacher or student-generated lists of words. It may be helpful for ELL students or struggling readers to have a word bank from which to choose a list of related words.

**Concept Sorting** Either at the beginning or at the conclusion of a unit of study, provide students a list of critical vocabulary (no more than ten to twelve words or phrases). The students determine (or the teacher provides) three or four categories. One of the categories must be labeled “miscellaneous.” Students complete the chart in pairs or small groups by placing the words under the appropriate category and explaining orally or in writing why the words fit that category. (The “miscellaneous” category provides a place for identifying the words about which students are uncertain.)

### L.7.6 (Prior Grade Standard)

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

### L.9-10.6 (Future Grade Standard)

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