

## GRADE 8

### FIRST QUARTER

<b>Content Standard</b>	The learner demonstrates understanding of: African literature as a means of exploring forces that human beings contend with; various reading styles; its – it– its purposes of reading; prosodic features that serve as carriers of meaning; ways by which information may be organized, related, and delivered orally; and parallel structures and cohesive devices in presenting information.
<b>Performance Standard</b>	The learner transfers learning by composing and delivering a persuasive speech based on a specific topic of interest keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features, stance, and behavior.
<b>Formation Standard</b>	The learner uses his communicative competence to become a valuable contributor of society's growth and development through service and compassion along with his appreciation of the Afro-Asian culture and values comparatively significant with the Filipino culture.

WEEK	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary	L Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	Scan for logical connectors to determine the text type	Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	Use context clues from the material viewed to determine the meaning of unfamiliar words or expressions	Determine the meaning of idiomatic expressions by noting context clues and collocations	Describe the notable literary genres contributed by African writers  Identify the distinguishing features of notable African chants, poems, folktales, and short stories	Generate ideas and their relationships  Present ideas using a variety of graphic organizers	Use the correct sounds of English	Use parallel structures  Use appropriate cohesive devices in composing an informative speech  <i>Use correct simple terms and restatements of its t</i>
WEEK	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary	L Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
2	Scan for logical	Listen for	Use context	Determine the	Describe the	Generate ideas	Use the correct	Use parallel structures.

# Guide To Standard Grade English

**L Reisser**



## **Guide To Standard Grade English:**

The Guide to Standard Grade English George Sutherland,1989-01-01 A text to help pupils understand the demands of Standard Grade English in Scotland providing advice on the course structure and examination This book covers in depth each essential element of the Standard Grade course explaining the folio external examination and oral requirements Standard Grade English George Sutherland,2003 Aimed directly at the student and the parent who is looking for an overall picture of the Standard Grade English requirements as well as detailed step by step instruction on how to proceed with the course and the examinations this title offers a friendly voice of instruction to guide apprehensive students It offers light hearted anecdotes to illustrate important points so that users should be better prepared and reassured about the skills they need to demonstrate for success in Standard Grade English *Standard Grade English* John Seely,David Kitchen,Gordon Gibson,Anne Gifford,2002 This teacher s guide helps to show how the resources meet the demands of the Standard Grade English syllabus There is a wide range of Scottish texts including prose poetry drama and media and there are assignments which lead to folio work as well as sample exam questions **Common Core Curriculum: English, Grades K-5** Great Minds,2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA *Resources in Education* ,1994-07 **The Key to English** Malcolm Young,2000 *English/language Arts Curriculum Resource Handbook* ,1992 **How to Pass Standard Grade English Colour Edition** Jane Cooper,2008-09-01 Get the best grades with this SQA endorsed guide from one of Scotland s top experts This guide provides complete revision support by combining an overview of the course syllabus with ways to improve exam performance Refresh knowledge with complete course notes Improve performance and avoid unnecessary mistakes with top tips and hints Find out what markers are looking for to gain vital extra marks *The State of State English Standards, 2005* Sandra Stotsky,2005 **Teaching English with Standard Tests** Casper Carl Certain,1927 *Reference Guides that Should be Known and how to Use Them: Atlases; city directories; gazetteers* Florence May Hopkins,1919 **List of Outstanding Teaching and Learning**

**Materials** Association for Supervision and Curriculum Development,1971      *The Map of Standards for English Learners*  
John Warren Carr,Rachel Lagunoff,WestEd (Organization),2006 ELD and ELA standards for listening speaking reading and  
writing are displayed for grade levels 6 through 12 The purpose of this document is to help teachers schools and districts see  
the relationship between California s English Language Development ELD and English Language Arts ELA standards and to  
help them design and implement an articulated and integrated system of instruction and assessment for English learners  
    **English Journal** ,1979      *California Curriculum Newsletter* ,1965      **Junior High School English** Thomas Henry  
Briggs,Isabel McKinney,Florence Vane Skeffington,1926      **Resources in Education** ,1995      *Course of Study in English;*  
*Elementary Grades* Jackson (Mich.). Board of education,1923      Key Publications for Improving English-language Arts  
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