

Optimum Resource Inc. Educational Software Print Resources

Indiana Standards - Eighth Grade Language Arts	Vocabulary Development	Punctuation Rules	Reading Comprehension Series - Geography	Spelling Rules	Typing Workshop
Students will exhibit a positive attitude toward language & learning.			✓		
<i>select reading materials from classroom libraries & media center</i>			✓		
<i>write for personal satisfaction & enjoyment</i>					
<i>discuss and recommend printed materials to others</i>			✓		
<i>choosing to read & write during leisure time</i>					
<i>asking others to read & tell stories</i>					
<i>playing language games</i>					
<i>listening with enjoyment to storytelling</i>					
<i>participating in creative dramatics</i>					
<i>discussing personal experiences</i>					
<i>initiate & participate in conversations & discussions about reading, writing, and language</i>			✓		
<i>participate in literary & dramatic activities</i>					
<i>reading many works by a favorite author</i>					
Students will apply effective strategies for reading	✓	✓	✓		
<i>use meaning (semantic) cues to construct meaning</i>	✓		✓		
<i>use structural (syntactic) cues to construct meaning</i>	✓		✓		

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<i>use sound (phonetic) cues to construct meaning</i>	✓		✓		
<i>use background knowledge to construct meaning</i>			✓		
<i>monitor understanding</i>			✓		
<i>elaborate on meaning</i>	✓		✓		
<i>establish purpose for reading</i>					
<i>make comparisons & predictions</i>					
<i>drawing conclusions</i>					
<i>use headings, pictures, captions & other textual cues</i>		✓	✓		
<i>make connections to prior reading</i>					
<i>vary reading speed according to purpose for reading</i>					
<i>critically examining reading material</i>					
Students will comprehend developmentally appropriate materials			✓		
<i>familiar signs, labels, & other environmental print</i>					
<i>picture books</i>					
<i>predictable books</i>					
<i>nursery rhymes, poems, & fairy tales</i>					
<i>textbooks & learning materials</i>			✓		
<i>charts & graphs</i>			✓		

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<i>materials of personal choice</i>					
<i>stories</i>					
<i>chapter books</i>					
<i>textbooks & informational materials</i>			✓		
<i>student writing</i>					
<i>audio-visual media</i>					
<i>reference materials</i>			✓		
<i>a broad variety of literature, including adolescent novels</i>					
<i>magazines & newspapers</i>					
<i>directions on forms & products</i>					
<i>electronic media, such as computer text, video disk</i>			✓		
Students will select & use developmentally appropriate strategies for writing.		✓	✓	✓	✓
<i>writing drafts with emphasis on content</i>					
<i>following patterns from predictable books & poems</i>					
<i>composing collaboratively</i>			✓		
<i>using drawing & invented spelling to convey meaning</i>				✓	
<i>using literature as one stimulus for writing</i>			✓		

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<i>using the writing process - prewriting, drafting, peer sharing, revising & editing</i>		✓	✓	✓	
<i>selecting topics of personal interest</i>					
<i>rethink & revise content as appropriate for audience & purpose</i>					
<i>improve writing based on peer & teacher response</i>					
<i>editing & proofreading for usage, mechanics, and spelling</i>		✓	✓	✓	
<i>using dictionaries and handbooks for revising & editing</i>		✓	✓	✓	
Students will write for different purposes and		✓	✓	✓	✓
audiences producing a variety of forms.					
<i>picture books</i>				✓	✓
<i>stories</i>					
<i>rhymes and poems</i>					
<i>personal & informational messages with emphasis on content</i>					
<i>personal narratives</i>					
<i>messages and letters logs of ideas and information</i>			✓		
<i>logs of ideas & information</i>					
<i>responses to literature</i>			✓		
<i>lists and charts</i>			✓		
<i>personal & informational essays</i>					

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<i>reflexives</i>					
<i>business letters</i>		✓	✓		
<i>synthesis of information from at least one source</i>					
<i>completion of simple forms</i>					
<i>simple directions</i>					
Students will use prior knowledge and content area			✓		
information to make critical judgements.					
<i>tell why they like to read & listen to some things rather than others</i>					
<i>categorize</i>					
<i>make predictions from what they read and hear</i>					
<i>make inferences from what they read & hear</i>					
<i>identify cause/effect relationships</i>					
<i>distinguish between fact & opinion</i>			✓		
<i>distinguish between reality & fantasy</i>			✓		
<i>choose topics for writing</i>					
<i>distinguish between fictional & nonfiction accounts</i>					
<i>identify author's/writer's purpose and perspective</i>					
<i>distinguish between relevant & irrelevant information</i>			✓		
<i>compare and contrast</i>					

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Students will communicate orally with people of all ages			✓		
<i>ask & answer questions</i>					
<i>share ideas</i>			✓		
<i>listen & respond</i>					
<i>give and follow directions</i>					
<i>contribute to class discussions</i>					
<i>collaborate in groups</i>			✓		
<i>paraphrase what others have said</i>					
<i>tell stories</i>					
<i>summarize ideas & acknowledge different points of vies</i>					
<i>give accurate information</i>			✓		
Students will recognize the interrelatedness of language, literature and culture.			✓		
<i>enjoy works from their own & other cultures</i>					
<i>learn about other cultures through literature & language</i>					
<i>become aware of alternate communication modes - dance art</i>					
<i>understand the elements of story structure - theme, characters, setting & plot.</i>					
<i>understand the structure of expository text</i>			✓		

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<i>compare literature & arts from different cultures</i>					
<i>discuss relationships between form & content</i>					
<i>discuss relationships between literary works & other art forms</i>					
<i>identify features of common literary genres</i>					
<i>understanding the functions of common literary conventions</i>					