

**Optimum Resource Inc.'s MiddleWare Software**

Michigan Standards - Eighth Grade Language Arts	Vocabulary Development	Punctuation Rules	Reading Comprehension Series - Geography	Spelling Rules	Typing Workshop
<b>Meaning and Communication</b>	✓		✓	✓	
Use speaking, listening, viewing, reading & writing					
in such a way that each enhances the other (use					
video with examples of flashback to illustrate how					
authors might use this device)					
read fluently, speak confidently, & listen & interact			✓		
appropriately in situations, - reporting, formally to an					
audience, exploring ideas in a group, debating issues					
& interviewing members of the public					
practice vocal, content, & organizational strategies that	✓		✓		
enhance understanding of spoken messages, & listening					
behaviors that increase comprehension, promote effective					
feedback for speakers, & aid retention					

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employ multiple strategies to construct meaning	✓				
through reading or viewing text (generating questions,					
analyzing mood & tone, recognizing how authors					
manipulate information & orchestrate form & content)					
Explain how authors appeal to reason & emotion to build					
empathy with readers					
Write about their responses & make connections from				✓	
visual &/or written text to their personal live					
<b>Language</b>	✓		✓		
compare & contrast language patterns used in contexts					
within their own environment - math class, science class					
investigate the cultural origins of language patterns & dialect					
& their impact as encounter in their listening, reading, &					
viewing					

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determine the meaning of unfamiliar words using semantic	✓		✓		
& structural features, prior knowledge, & reference sources					
explain how communication is affected by differences in	✓				
word choice & why one particular word is considered better					
or more appropriate than others					
investigate idiomatic phrases and word origins & how they			✓		
have contributed to contemporary meaning					
recognize that there are regulating guidelines implicit that					
are shared within groups of language users					
<b>Diversity and Cultures</b>			✓		
investigate & demonstrate understanding of societal &			✓		
cultural origins of their own & others' actions as depicted in					
literature & other oral, visual, & written texts					

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investigate through literature & other texts various examples			✓		
of distortion & stereotypes - gender, race, culture, age,					
class, religion, & handicapping condition					
examine & discuss literature & other texts from multiple					
cultures that document key issues in human experience					
quest for happiness, making sacrifices					
using literature & other texts from multiple perspectives			✓		
examine & discuss conflict between minority & majority					
cultures & how it can affect one's identity					
explore and respond meaningfully to classic & contemporary			✓		
literature & other texts from any cultures that have been					
recognized for their quality &/or literary merit					
<b>Voice</b>			✓		
analyze their use of elements of communication that impact					
their relationships in their schools, families, & community					

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demonstrate their ability to use different voices in oral &			✓		
written communication for various purposes - persuade					
inform, entertain, & inspire					
explore social & cultural voices used in texts - persuasive			✓		
techniques used in marketing for teenagers, political					
campaign					
compare & contrast the style & characteristics of individual					
authors or illustrators & how they shape text & influences'					
expectations					
use portfolios to document & enhance a developing voice					
through multiple media including drafts, revisions, products &					
reflections					

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<b>Self-Regulation and Reflection</b>	✓	✓	✓		
use a combination of strategies when encountering	✓		✓		
an unfamiliar text while making meaning - using context		✓	✓		
word analysis, word origins, sentence structure, reference					
materials					
monitor their progress & use a variety of strategies to					
overcome difficulties when constructing & conveying					
meaning & demonstrate flexibility of strategy usage across					
a wide range of situations - literary & linguistic devices,					
metaphor, foreshadowing, dialogue, dialect & using					
organizational patterns for different purposes					
reflect on their emerging literacy, set personal goals,					
& make wise choices throughout the learning process					
media - poetry, science fiction, short stories, films & novels					

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discover their strengths & preferences in planning,			✓		
drafting, revising, & editing with peers texts in a					
variety of specific purposes - persuading a particular					
audience, editorializing an opinion, & capturing feelings					
through poetry					
<b>Genre and Craft Different of Language</b>	✓		✓	✓	✓
select & use writing mechanics that enhance & clarify	✓			✓	✓
understanding - paragraphing, variety in sentence structure					
appropriate punctuation, grammatical constructions &					
conventional spelling					
identify & use variations in narrative technique -					
foreshadowing, flashback - and fundamental characteristics					
of multiple genre & media - poetry, science fiction, short					
stories, films, and novels to convey ideas & feelings					

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describe & use elements of informative texts including			✓		
patterns of organization - problem solving, definition,					
compare/contrast, - & explore & create informational texts					
biographies, newspapers, magazine articles, brochures					
analyze various media & genre, - editorials, news reports,			✓		
persuasive essays, speeches, creative writing, & film, in					
terms of their form, content, & purpose					
identify & use aspects of writer's craft - allusion,					
flashback, multidimensional characters, rhythm, and pacing					
& humor to formulate & express their ideas					
identify & practice options in text characteristics & style, -					
choice in diction, sentence structure, mood, tone, description					
and illustration					

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<b>Depth of Understanding</b>					
explore & reflect on universal themes & enduring issues					
from oral, visual, & written texts - coming of age, rights &					
responsibilities group & individual roles, conflict & cooperation					
creativity & resourcefulness					
synthesize content from multiple texts representing varied					
perspectives in order to formulate principles & generalization					
develop a thesis using key concept, supporting evidence,					
& logical argument					
<b>Ideas in Action</b>			✓		
identify & research issues of importance that confront					
adolescents, their community, their nation, & the world					
anticipate issues or problems using information from local					
or state events, & explore responsible ways to address					
these concerns					

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use research findings to organize & create text to persuade			✓		
others to take a particular position or to alter their course					
of action with regard to a particular school/community					
issue or problem					
<b>Inquiry and Research</b>			✓		✓
identify general questions individually or collaboratively			✓		✓
from writing reading, viewing, and discussing text about					
important issues that affect them or topics about which they					
are curious, narrow the questions to a clear focus, &					
create a thesis/hypothesis through facilitated discussion					
explain & use resources that are most appropriate & readily			✓		
available for investigating a particular question or topic					
knowledgeable people, field trips, table of contents, index					
glossaries, icons/heading, hypertext, store address,					
CD ROM laser disk, electronic mail, and library catalogue					

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individually or collaboratively organize & analyze information			✓		
to draw conclusions & implications based on investigation					
of an issue or problem					
individually or collaboratively, use different means of			✓		
developing & presenting conclusions based on investigation					
of an issue or problem to an identified audience - election					
ballot, magazine graphics, booklet, hypertext					
<b>Academic criteria of own &amp; other's texts</b>					
begin to differentiate their personal standards for different					
communicative purposes based on comparison with					
others' oral, written, and visual texts					
begin to differentiate collaboratively developed standards					
for different communicative purposes bases on exemplary					
works from classroom authors, & apply them to their own					
& peers' texts					

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consider multiple criteria & sources (critical reviews, author's					
background) for making communication choices based on					
appropriateness for purpose and context					
develop critical standards based on aesthetic qualities & use					
to explain choices in reading, writing, speaking, listening,					
& viewing					