

Putnam City 8th Grade English PASS Curriculum Map

Textbooks/Resources: Literature Book -- McDougal Literature; Writing/Grammar/Usage Book -- Language Network, McDougal

Benchmark 1 - 1st quarter of school year (Aug. - Oct.) **Benchmark 2** - 2nd quarter (Oct. - Dec.).
Benchmark 3 - 3rd quarter of school year (Jan. - Mar.) **OCCT (PASS Covered on OCCT** - 4th quarter
OCCT Multiple Choice State Test Window -- April 11-29 (online test for 8th grade)
OCCT State Writing Test for 8th Grade is February 23

PASS READING/LITERATURE	Q1	Q2	Q3	Q4	Activities/Resources
PASS R/L Vocabulary 1.1. Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	2 ques.	2 ques.	2 ques.	OCCT	
PASS R/L Vocabulary 1.2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as <i>lasso</i> , <i>tortilla</i> and <i>patio</i> and investigate why these particular words were adopted from the Spanish.	2 ques.	1 ques.	3 ques.	OCCT	
PASS R/L Vocabulary 1.3.a Idioms and Comparisons: Idioms - Analyze idioms (snail's pace) to infer the literal and figurative meanings of phrases.	1 ques.	2 ques.	3 ques.	OCCT	
PASS R/L Vocabulary 1.3.b. Idioms and Comparisons: Analogies - Analyze analogies (Cricket is to insects as hum is to sound) to infer the literal and figurative meanings of phrases.	1 ques.			OCCT	
PASS R/L Vocabulary 1.3.c. Idioms and Comparisons: Metaphors - Implies comparisons such as, The cup of hot tea was the best medicine for my cold.	1 ques.		1 ques.	OCCT	
PASS R/L Vocabulary 1.3.d. Idioms and Comparisons: Similes - Comparisons that use like or as, such as <i>The ice was smooth as glass before the skaters entered the rink.</i>	1 ques.		1 ques.	OCCT	
PASS R/L Comprehension 3.1.a. Literal Understanding - Apply prereading strategies to determine the purpose for reading (to be informed, entertained or persuaded). Preview material and use prior knowledge to make connections between text and personal experiences.	1 ques.		2 ques.	OCCT	

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PASS R/L Comprehension 3.1.b. Literal Understanding - Show understanding by asking questions and supporting answers with literal information from text.	5 ques.	4 ques.	2 ques.	OCCT	
PASS R/L Comprehension 3.2.a. Inferences and Interpretation - Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	1 ques.	4 ques.	2 ques.	OCCT	
PASS R/L Comprehension 3.2.b. Inferences and Interpreting - Connect, compare, and contrast ideas, themes, and issues across texts. Example: Use graphic organizers to show comparisons.	1 ques.	1 ques.	3 ques.	OCCT	
PASS R/L Comprehension 3.3.a. Summary and Generalization - Summarize the main idea and how it is supported with specific details.	4 ques.	2 ques.	2 ques.	OCCT	
PASS R/L Comprehension 3.3.b. Summary and Generalization - Paraphrase and summarize to recall, inform, or organize ideas.	3 ques.	3 ques.	2 ques.	OCCT	
PASS R/L Comprehension 3.4.a. Analysis and Evaluation - Distinguish between stated fact, reasoned judgment, opinion in various texts.	2 ques.	1 ques.	2 ques.	OCCT	
PASS R/L Comprehension 3.4.b. Analysis and Evaluation - Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).	2 ques.	4 ques.	1 ques.	OCCT	
PASS R/L Comprehension 3.4.c. Analysis and Evaluation - Compare/contrast to determine similarities and differences in treatment, scope, or organization.	1 ques.		1 ques.	OCCT	
PASS R/L Comprehension 3.4.d. Analysis and Evaluation - Problem/solution - Offer observations, make connections, react, speculate, interpret, and raise questions in response to text.			1 ques	OCCT	
PASS R/L Comprehension 3.4.e. Analysis and Evaluation - Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	1 ques.		2 ques.	OCCT	
PASS R/L Comprehension 3.4.f. Analysis and Evaluation - Analyze the structural elements of the plot subplot, and climax and explain the way in which conflicts are or are not resolved.	2 ques.			OCCT	

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PASS R/L Literature 4.1.a. Literature Genres - Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.	5 ques.	2 ques.	1 ques.	OCCT	
PASS R/L Literature 4.1.b. Literature Genres - Analyze the characteristics of subgenres including autobiography, biography, fable, folk tale, mystery myth, limericks, tall tales, and plays.		2 ques.	2 ques.	OCCT	
PASS R/L Literature 4.2.a. Literary Elements - Analyze and explain elements of fiction including plot, conflict, character, mood setting, theme, point of view, and author's purpose.	6 ques.	3 ques.	6 ques.	OCCT	
PASS R/L Literature 4.2.b. Literary Elements - Identify and explain various points of view and how they affect a story's interpretation.	1 ques.	2 ques.	1 ques.	OCCT	
PASS R/L Literature 4.3.a. Figurative Language and Sound Devices - Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	3 ques.	5 ques.	4 ques.	OCCT	
PASS R/L Literature 4.3.b. Figurative Language and Sound Devices - Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.	2 ques.		1 ques.	OCCT	
PASS R/L Literature 4.3.c. Figurative Language and Sound Devices - Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.	3 ques.	1 ques.	2 ques.	OCCT	
PASS Literature 4.1.a. Literary Works - Analyze and evaluate works of literature and the historical context in which they were written.					
PASS Literature 4.1.b. Literary Works - Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.					
PASS Literature 4.1.c. Literary Works - Compare similar characters, settings, and themes from varied literary traditions that cross cultures.					

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PASS R/L Research and Information 5.1.a. Accessing Information - Access information from variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.		1 ques.	2 ques.	OCCT	
PASS R/L Research and Information 5.1.b. Accessing Information - Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents to located and organize information.		3 ques.	2 ques.	OCCT	
PASS R/L Research and Information 5.1.c. Accessing Information - Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and recorded, as an aid to comprehend increasingly difficult content material.		1 ques.	5 ques.	OCCT	
PASS R/L Research and Information 5.1.d. Accessing Information - Note instances of persuasion, propaganda, and faulty reasoning in text.		1 ques.	2 ques.	OCCT	
PASS R/L Research and Information 5.2.a. Interpreting Information - Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).		1 ques.	1 ques.	OCCT	
PASS R/L Research and Information 5.2.b. Interpreting Information - Analyze and paraphrase or summarize information from a variety of sources into a research paper.		1 ques.		OCCT	
PASS R/L Research and Information 5.2.c. Interpreting Information - Identify and credit the sources used to gain information (e.g. bibliographies, footnotes, appendix).		1 ques.		OCCT	
PASS R/L Research and Information 5.2.d. Interpreting Information - Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.			2 ques.	OCCT	

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<p>PASS R/L Research and Information 5.2.e. Interpreting Information - Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p>		3 ques.	1 ques.	OCCT	
<p>PASS R/L Language Arts 2.0. Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.</p>					
<p>PASS R/L Language Arts 2.1. Fluency - Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.</p>					
<p>PASS R/L Language Arts 2.2. Fluency - Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).</p>					
<p>PASS R/L Language Arts 2.3. Fluency - Increase reading speed and comprehension through daily, independent reading.</p>					
<p>PASS R/L Language Arts 2.4. Fluency - Read silently for increased periods of time.</p>					
<p>PASS R/L Language Arts 2.5. Fluency - Use punctuation as a cue for pausing and characterization while reading.</p>					
<p>PASS Comprehension 3.5.a. Monitoring and Correction Strategies - Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.</p>					
<p>PASS Comprehension 3.5.b. Monitoring and Correction Strategies - Make, confirm, and revise predictions when reading.</p>					
<p>PASS Comprehension 3.5.c. Monitoring and Correction Strategies - Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.</p>					

PASS WRITING/GRAMMAR/USAGE/MECHANICS	Q1	Q2	Q3	Q4	Activities/Resources
Writing Process 1.0. - The student will use the writing process to write coherently.			OCCT		
Writing Process 1.1. - Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.			OCCT		
Writing Process 1.2. - Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climatic.			OCCT		
Writing Process 1.3. - Blend paragraphs with effective transitions, into larger text.			OCCT		
Writing Process 1.4. - Use precise word choice, including figurative language, that convey specific meaning and tone.			OCCT		
Writing Process 1.5. - Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.			OCCT		
Writing Process 1.6. - Revise multiple drafts individually and with peers.			OCCT		
Writing Process 1.7. - Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling.			OCCT		
Modes and Forms of Writing 2.0. - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes. At Grade 8, write papers of at least 500-750 words (500-750 words is just a way of saying a "fully developed" paper). Introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience and purpose for writing.			OCCT		

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<p>Modes and Forms of Writing 2.1. Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that 2.1.a.- create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event; 2.1.b.- create and develop a character(s), including comparisons, that show the character's (s') beliefs and qualities; 2.1.c.- create and develop an appropriate point of view (e.g., third person limited or first person point of view); 2.1.d.- create and maintain a setting that enhances the narration. 2.1.e.- adjust tone and style to make writing more interesting and engaging to the audience; 2.1.f.- use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing; 2.1.g. - reveal the writer's attitude about the subject; 2.1.h. - use sensory details and precise word choice. Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective</p>			OCCT		
<p>Modes and Forms of Writing 2.2. Compose expository texts including research reports, technical documents, and other informational texts that 2.2.a. - define a research thesis (a statement of position on the topic); 2.2.b. - integrate important ideas, concepts, or direct quotations from significant information sources; 2.2.c.- identifies a variety of primary and secondary sources and distinguish the nature and value of each; 2.2.d.- organizes and displays information on charts, tables, maps, and graphs; 2.2.e.- document sources as appropriate to style (MLA or other method);</p>			OCCT		

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<p>2.2.f.- create technical documents using appropriate style and format that identify the necessary sequence or process. Example: using research compiled on public transportation in Oklahoma, compose a documented paper with illustrations and bibliography (works cited).</p>			OCCT		
<p>Modes and Forms of Writing 2.3. Compose persuasive/argumentative compositions that: 2.3.a. - include a well-defined thesis that makes a clear and knowledgeable appeal; 2.3.b.- present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal; 2.3.c. - provide details, reasons, and examples, arranging them effectively by predicting, identifying and addressing reader concerns and counter-arguments. Example: Using the research completed on public transportation in Oklahoma, compose a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.</p>			OCCT		
<p>Modes and Forms of Writing 2.4. Compose reflective papers to 2.4.a. - express the individual's insight into conditions or situations; 2.4.b. - compare a scene from a work of fiction with a lesson learned from experience; 2.4.c. - complete a self-evaluation on a class performance. Example: Write a reflective paper that analyzes reasons for selections used in a portfolio of works that demonstrate skills in different subjects.</p>			OCCT		
<p>Modes and Forms of Writing 2.5. Compose responses to literature, including poetry, that 2.5.a. - demonstrate careful reading and insight into interpretations; 2.5.b. - connect responses to the writer's techniques and to specific textual references; 2.5.c. - make supported inferences about the effects of a literary work on its audience;</p>			OCCT		

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<p>2.5.d. - support judgments with references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, compose an essay describing the different ways the characters speak (slang words or regional dialect) and analyze how this enhances or detracts from the narrative.</p>			OCCT		
<p>Modes and Forms of Writing 2.6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing more interesting. Example: Write stories, poetry, and reports, showing a variety of word choices, or review a favorite book or film.</p>			OCCT		
<p>Modes and Forms of Writing 2.7. Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.</p>			OCCT		
<p>Modes and Forms of Writing 2.8. Use appropriate essay test-taking and time-writing strategies that 2.8.a. - budget time for prewriting, drafting, revising, and editing; 2.8.b. - prioritize the question/prompt; 2.8.c. - identify the common directives from the prompt (Identify command verbs: <i>explain, compare, evaluate, define, and develop</i>, etc.) 2.8.d. - analyze the question or prompt and determine the appropriate mode of writing; 2.8.e. - apply appropriate organizational methods to thoroughly address the prompt; 2.8.f. - utilize an editing checklist or assessment rubric, if provided.</p>			OCCT		
<p>2.9. - Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>			OCCT		

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<p>PASS GUM 3.1.a. Standard English Usage - Use the principal parts of verbs and progressive verb forms. (EOI, PSAT, SAT, ACT) Ex: My bracelet (must've fell / must have fell / must <u>have fallen</u>) in the creek when (we were wading / we was wading / we we're wading / we've been wading / we are wading). Watch out for these: They've already ate. They've fell several times. She's already forgave her boyfriend. The birds have flew away earlier this year. They haven't gave me chance. I've went over there three times. We've hid their money. The dogs have ran of again. Have you already saw the test? They've sang that song before. He's already swam the race. She's laready took her palce. The cats have tore it up again. They've threw it all over the place. I've wrote him a note. "If" clause and "I wish" clause: Ex: If you (<u>had been</u> / would have been) listening, you would have heard me. (Sequence of tenses: Do not use would have twice in sequence; use had in the first subordinate clause and would have in the second independent clause.) Ex: I wish you (would have went / would of gone / would have gone / had went / <u>had gone</u>) to the Medieval Fair; it was fun! (Subjunctive Mood: Sequence of tenses is the same; use had as the base verb form after a conditional, doubtful, not factual statement in the subjunctive.)</p>				OCCT	
<p>PASS GUM 3.1.b. Standard English Usage - Identify and correctly use transitive and intransitive verbs.</p>				OCCT	
<p>PASS GUM 3.1.c. Standard English Usage - Identify and correctly use linking verbs.</p>				OCCT	
<p>PASS GUM 3.1.d. Standard English Usage - Make subject and verbs agree. <ul style="list-style-type: none"> ▪ collective noun as subject ▪ s/v in inverted order ▪ s/v after long prep. Phrase or other interrupter ▪ s/v with indefinite pronoun subject (EOI, PSAT, SAT, ACT)</p>				OCCT	

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<p>PASS GUM 3.1.e. Standard English Usage - Identify personal, reflexive, and intensive pronouns.</p>					
<p>PASS GUM 3.1.f. Standard English Usage - Use nominative, objective, and possessive nouns and pronouns correctly. Avoid the following pronoun errors assessed on high-stakes tests:</p> <ul style="list-style-type: none"> ▪ subject/object pronoun choice error both in sub. And obj. position (She gave it to Sam and [I, <u>me</u>.]); ▪ Who and whom; ▪ Me or myself as obj. of prep., d.o., or i.o. (He gave Sam and [me,myself] the answer.); ▪ It's/its and you're/your - which is a possessive pronoun and which is a contraction? (Puppy drank [it's <u>its</u>] water.); ▪ Which/who and that/who - Which pronoun matches the antecedent? (Sam was the man [he, what, <u>who</u>, which] committed the crime.). <p>(EOI, PSAT, SAT, ACT)</p>				OCCT	
<p>PASS GUM 3.1.g. Standard English Usage - Use correct pronoun reference and make pronouns agree with their antecedents. (EOI, PSAT, SAT, ACT) Ex: (Incorrect) Ryan called Paul while he was at the game. (To which person [Ryan or Paul] does the pronoun <i>he</i> refer? Correct: While Paul was at the game, Ryan called him. Ex: Each of the boys did (<u>his</u>, their) own work.</p>				OCCT	
<p>PASS GUM 3.1.h. Standard English Usage - Identify and use abstract, concrete, and collective nouns.</p>				OCCT	
<p>PASS GUM 3.1.i. Standard English Usage - Correctly form and use the positive comparative, and superlative modifiers correctly in writing (EOI)</p>				OCCT	
<p>PASS GUM 3.1.j. Standard English Usage - Identify and use appositives and appositive phrases.</p>				OCCT	
<p>PASS GUM 3.1.k. Standard English Usage - Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing. (OCCT/EOI WRITING) Use gerund phrases in a series for parallel structure writing (ACT) Review and observe comma rules.</p>				OCCT	

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<p>PASS GUM 3.1.k.2. Standard English Usage - Use prepositional phrases to vary sentence structure in writing. Observe comma rules. (ACT, OCCT/EOI WRITING) Additionally, edit the object of the preposition to ensure that pronoun choices have been wisely made.</p>				OCCT	
<p>PASS GUM 3.1.l. Standard English Usage - Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.</p>				OCCT	
<p>PASS GUM 3.1.m. Standard English Usage - Correctly use conjunctions. (Coordinating Conjunctions: and, but, or, nor, for, yet, so) (Correlative Conjunctions: either...or, neither...nor, both...and, not only...but also, whether...or) (Common Conjunctive Adverbs: additionally, also, anyway, besides, consequently, furthermore, however, instead, likewise, meanwhile, moreover, nevertheless, otherwise, still, then, therefore) (Common Transitional Expressions: as a result, at any rate, by the way, for example, for instance, in addition, in fact, in other words, on the contrary, on the other hand) Use the connective words correctly and observe the comma and semicolon rules. (EOI, ACT, PSAT, SAT) Ex: He went home, and he decided never to return to the scene. He left; therefore, he could not win the prize. Ex: I studied hard and, <u>as a result</u>, failed the test. What is the best change, if any, to make to <u>as a result</u>? A. <u>nevertheless</u> B. consequently C. therefore D. No change</p>				OCCT	
<p>PASS GUM 3.1.n. Standard English Usage - Distinguish and correctly spell commonly confused words (to, too, two; until; our, are; accept, except; affect, effect; past, passed; red, read; there, their, they're; dessert, desert; lead, led; its, it's; loose, lose; peace, piece; break, brake; choose, chose; capital, capitol; all right; all ready, already; altar, alter; all together, altogether).</p>				OCCT	

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PASS GUM 3.2.a. Mechanics and Spelling - Apply the capitalization rules appropriately in writing.				OCCT	
▪ GUM 3.2.a.3. Mechanics and Spelling (Capitalization) - Capitalize geographical names (towns, cities, countries, states, counties, islands, bodies of water, forests parks, streets, mountains, continents, regions)					
▪ GUM 3.2.a.5. Mechanics and Spelling (Capitalization) - Capitalize teams, organizations, businesses, institutions, and government bodies.					
▪ GUM 3.2.a.8. Mechanics and Spelling (Capitalization) - Capitalize brand names of business products.					
▪ GUM 3.2.a.9. Mechanics and Spelling (Capitalization) - Capitalize historical events and periods, special events, and calendar items.					
▪ GUM 3.2.a.10. Mechanics and Spelling (Capitalization) - Capitalize names of ships; monuments; awards; planets; and names of any other particular places, things, and events.					
▪ GUM 3.2.a.14. Mechanics and Spelling (Capitalization) - Capitalize a word showing family relationship when the word is used before or in place of person's name. (EOI)					
▪ GUM 3.2.a.15. Mechanics and Spelling (Capitalization) - Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music.					
▪ GUM 3.2.a.17. Mechanics and Spelling (Capitalization) - Do not capitalize school subjects, except names of languages and course names followed by a number.					
▪ GUM 3.2.a.18. Mechanics and Spelling (Capitalization) - Do not capitalize directions.					
▪ GUM 3.2.a.18. Mechanics and Spelling (Capitalization) - Do not capitalize the seasons.					

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<p>PASS GUM 3.2.b Mechanics and Spelling - Demonstrate correct use of punctuation and recognize its effects on sentence structure.</p>				OCCT	
<ul style="list-style-type: none"> ▪ GUM 3.2.b.3. Mechanics/Spelling (Punctuation) - Use commas to separate items in a series. (ACT) Ex: I like <u>waterskiing, eating barbecue, and hiking in the hills.</u> 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.4. Mechanics/Spelling (Punctuation) - Use a comma to separate two or more adjectives preceding a noun. Ex: Sally is a nice little girl with an <u>unusual musical laugh.</u> 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.5. Mechanics/Spelling (Punctuation) - Use commas to set off nonessential participial phrases. Ex: Jess left abruptly, <u>deciding never to return to the scene.</u> Ex: Jodie, <u>tortured by the memory,</u> decided never to return. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.6. Mechanics/Spelling (Punctuation) - Use commas to set off nonessential clauses. (PSAT, SAT) Ex: Jodie, <u>who was frightened by the noise,</u> ran away quickly. (adj. clause) 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.7. Mechanics/Spelling (Punctuation) - Use a comma after an introductory adverb clause. (EOI, PSAT, SAT) Ex: <u>After Sam drove home,</u> he ate his dinner. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.8. Mechanics/Spelling (Punctuation) - Use a comma after an introductory participial phrase. Ex: <u>Deciding never to return to the scene,</u> he left abruptly. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.9. Mechanics/Spelling (Punctuation) - Use a comma after a succession of introductory prepositional phrases. Ex: <u>With a smile on her face,</u> Jess patted her dog on the head. 					
<ul style="list-style-type: none"> ▪ GUM 3.2.b.12. Mechanics/Spelling (Punctuation) - Use a comma to set off appositives/appositive phrases. Ex: Jo, <u>my best friend,</u> lives next door to me. 					

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<p>▪ GUM 3.2.b.14. Mechanics/Spelling (Punctuation) - Use a comma to set off parenthetical expressions. (after all, consequently, for example, for instance, however, in fact, in the first place, meanwhile, moreover, nevertheless, of course, on the contrary, on the other hand, that is, therefore...) (PSAT, SAT,ACT) Ex: The test, however, is on Monday.</p>					
<p>▪ GUM 3.2.b.19. Mechanics/Spelling (Punctuation) - Use a semicolon between two independent clauses. (PSAT, SAT, ACT) The test was hard; it was an essay exam.</p>					
<p>▪ GUM 3.2.b.20. Mechanics/Spelling (Punctuation) - Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, furthermore, etc.) (PSAT, SAT, ACT) EX: I studied for the test; therefore, it was easy.</p>					
<p>▪ GUM 3.2.b.22. Mechanics/Spelling (Punctuation) -Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition). Ex: Don't forget to buy tape, construction paper, and glue. (No colon after buy)</p>					
<p>▪ GUM 3.2.b.30. Mechanics/Spelling (Punctuation) - Italicize titles of books, plays, periodicals, films, television programs, works of art, long musical compositions; names of trains, ships, aircraft, and spacecraft. (Underlining is italics when you are writing by hand.)</p>					
<p>▪ GUM 3.2.b.31. Mechanics/Spelling (Punctuation) - Use quotation marks to enclose a direct quotation.</p>					
<p>▪ GUM 3.2.b.32. Mechanics/Spelling (Punctuation) - Place commas and periods inside closing quotation marks. Ex: "Come here," Mother said, "and eat your lunch."</p>					
<p>▪ GUM 3.2.b.37. Mechanics/Spelling (Punctuation) - Use quotation marks to enclose titles of short works, such as short stories, poems essays, articles, songs, episodes of television series, and chapters and other parts of books.</p>					

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<p>▪ GUM 3.2.b.38. Mechanics/Spelling (Punctuation) - Use a hyphen to divide a compound adjective that precedes a noun. (ACT) Ex: dishwasher-safe cookware (Note: Do not use a hyphen between an adverb ending in <i>ly</i> and an adjective when preceded a noun. Ex: highly rated software)</p>					
<p>▪ GUM 3.2.b.43. Mechanics/Spelling (Punctuation) - Use an apostrophe and <i>s</i> for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in <i>s</i>. (EOI, PSAT, SAT) Ex: the boy's bike; the three boys's bikes</p>					
<p>▪ GUM 3.2.b.45. Mechanics/Spelling (Punctuation) - Use an apostrophe and <i>s</i> to form the possessive of a plural noun not ending in <i>s</i>. (ACT) Ex: men's ties</p>					
<p>▪ GUM 3.2.b.46. Mechanics/Spelling (Punctuation) - Use an apostrophe appropriately in forming the possessive form of a compound noun. Ex: my brother-in-law's car</p>					
<p>PASS GUM 3.3.a. Sentence Structure - Identify and correct run-on sentences and fragments. (EOI, PSAT, SAT, ACT)</p>				OCCT	
<p>PASS GUM 3.3.b. Sentence Structure - Correct dangling and misplaced modifiers. (EOI, PSAT, SAT, ACT, OCCT/EOI WRITING) Ex: Incorrect: Surfing at Waikiki, the waves were perfect. (Correct: Surfing at Waikiki, I enjoyed the perfect waves.)</p>				OCCT	
<p>PASS GUM 3.3.c. Sentence Structure - Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses.</p>					

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<p>PASS GUM 3.3.d. Sentence Structure - (CD, CX, CD-CX Sentences) Simple compound, complex and compound-complex sentences. Observe comma and semicolon rules. (PSAT, SAT, ACT) Use a comma before and, but, for, nor, or, so, and yet when they join independent clauses. Don't use a comma to separate compound verbs. Ex: (Incorrect) People share a large percentage of their genetic makeup with the gorillas, and compare closely with them socially. What is the best revision, if any, to make to the above sentence? Delete coma after gorillas (No comma between compound verbs [share, compare])</p>				OCCT	
<p>PASS GUM 3.3.e. Sentence Structure - Compose sentences with simple, complete, and compound predicates</p>				OCCT	
<p>PASS GUM 3.3.f. Sentence Structure - Use parallel structure in writing (direct objects, predicate nominatives, gerund phrases, participial phrases, infinitive phrases, prepositional phrases, etc.). Identify and correct faulty parallel structure in own and others' writing. (EOI, PSAT, SAT, ACT, OCCT/EOI WRITING) Ex: Parallel structure can happen when a sentence has three direct objects that are gerund phrases, infinitive phrases, <u>or they can also be noun clauses if you wish</u>. What is the best change, if any, to make to <u>or they can also be noun clauses if you with</u>? A. Noun clauses B. People also like to use noun clauses for direct objects C. are noun clauses D. No change</p>				OCCT	
<p>PASS Oral Language 1.1. Listening - Identify the major ideas and supporting evidence in informative and persuasive messages.</p>					
<p>PASS Oral Language 1.2. Listening - Listen in order to identify and discuss topic, purpose, and perspective.</p>					
<p>PASS Oral Language 1.3. Listening - Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases and conflicting demands),</p>					
<p>PASS Oral Language 1.3. Listening - Evaluate the spoken message in terms of content, credibility, and delivery</p>					

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<p>PASS Visual Literary 2.1. Evaluate Media - Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).</p>					
<p>PASS Visual Literary 2.2. Evaluate Media - Establish criteria for selecting or avoiding specific programs.</p>					
<p>PASS Visual Literary 2.3. Evaluate Media - Assess how language medium and presentation contribute to the message.</p>					