

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Language Arts
Grade 8

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

<p>Cognitive Level (CL) codes:</p> <ul style="list-style-type: none"> ○ B: Memorize ○ C: Perform procedures ○ D: Demonstrate understanding ○ E: Conjecture, generalize, prove ○ F: Solve non-routine problems, make connections

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Acquire Concepts About Print - No objectives at this grade level.				
Goal 1.2: Acquire Concepts About Text	<ul style="list-style-type: none"> ● 8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information. Content Limit: Assessed in the classroom, not on the ISAT. ● 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection. Content Limit: Assessed in the classroom, not on the ISAT. ● 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. CL: D Content Limit: Item will address graphic features in a grade-level-appropriate 	<ul style="list-style-type: none"> ● Read, evaluate and interpret short stories, novels ● Literature Circles ● Read, research, evaluate websites ● Use preface and appendix as a reading supplement to a selection ● Analyze charts ● Interpret artwork 	<ul style="list-style-type: none"> ● <u>Odd Girl Speaks Out</u> ● <u>The Giver</u> ● <u>Anne Frank</u> ● Ray Bradbury short stories ● McDougal Littell “The Language of Literature” textbook 	<ul style="list-style-type: none"> ● organizational structures ● electronic sources ● technology ● preface ● appendix ● graphic features ● root words ● prefixes and suffixes ● abbreviations ● context clues ● connotative meaning ● denotative meaning ● antonym ● synonym ● multiple meaning words ● graphic features ● predict ● pronunciation

	<p>passage that may include maps, illustrations, diagrams, timelines, or tables.</p> <p>Only one concept may be addressed in an item.</p>			<ul style="list-style-type: none"> • meaning • parts of speech • dictionary • thesaurus • glossary
<p>Goal 1.3: Acquire Phonological Awareness Skills - No objectives at this grade level.</p>				
<p>Goal 1.4: Acquire Decoding Skills Using Word Parts</p>	<ul style="list-style-type: none"> • 8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. (743.01.a) <p>CL: D Content Limit: Item will address word structure using words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.</p> <ul style="list-style-type: none"> • 8.LA.1.4.2 Read abbreviations appropriate to grade level. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> • Vocabulary and spelling lists 		
<p>Goal 1.5: Acquire Decoding Skills Using Syllabication</p>	<ul style="list-style-type: none"> • 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. (743.01.a) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> • Vocabulary words / activities • Test/quizzes 		
<p>Goal 1.6: Acquire Decoding Skills Using Context</p>	<ul style="list-style-type: none"> • 8.LA.1.6.1 Use context clues to aid in decoding new words. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> • Vocabulary activities 		
<p>Goal 1.7: Acquire Fluency</p>	<ul style="list-style-type: none"> • 8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & 	<ul style="list-style-type: none"> • Star test • Reading comprehension quizzes • Independent reading 		

	<p>Tindal.) Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> • AR tests 		
<p>Goal 1.8: Vocabulary and Concept Development</p>	<ul style="list-style-type: none"> • 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. CL: D Content Limit: Item requires word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words. • 8.LA.1.8.2 Explain relationships among words including connotation/denotation , antonyms, synonyms, and words with multiple meanings. CL: D Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of specific terms. • 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text. Content Limit: Assessed in the classroom, not on the ISAT. • 8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of 	<ul style="list-style-type: none"> • Vocabulary activities within poetry unit, short story unit and various novel units. 		

	<p>gain meaning.</p> <p>CL: D Content Limit: Item requires a conclusion based on determining cause and effect.</p> <ul style="list-style-type: none"> 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. <p>CL: E Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means item may require an explanation of why something has happened. Item requires information based solely from the text given.</p>	<ul style="list-style-type: none"> Literature response essay 		<ul style="list-style-type: none"> point of view (e.g., first person, third person limited and omniscient). theme author's style
<p>Goal 2.2: Acquire Skills to Comprehend Expository Text</p>	<ul style="list-style-type: none"> 8.LA.2.2.1 Evaluate expository text structure to extend comprehension. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.2.2.3 Apply central ideas (literal of inferential) and critical details to summarize information from expository text. <p>CL: C Content Limit: Item may require identification of main idea and/or details.</p>	<ul style="list-style-type: none"> Literature circles Essays 		

	<p>Item may require identification of the explicit or inferred main idea and/or its relevant details. Item may require a summary or paraphrase solely from the text given.</p> <ul style="list-style-type: none"> 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text. <p>CL: D Content Limit: Item may require identification of the author’s purpose and/or support for that purpose.</p>			
<p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p>	<ul style="list-style-type: none"> 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. (743.02.a) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character’s personality and development. (743.03.b) <p>CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.</p> <ul style="list-style-type: none"> 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. (743.03.b) <p>CL: D Content Limit: An item may require the identification and/or analysis of (i.e., relationships among)</p>	<ul style="list-style-type: none"> Writing assignments Story maps 		

	<p>literary elements. Relationships among compares literary elements (e.g., how the setting affects a conflict or mood). The terms setting, characterization, plot, mood, or theme may be used in items.</p> <ul style="list-style-type: none"> 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b) <p>CL: D Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.</p> <ul style="list-style-type: none"> 8.LA.2.3.5 Explain the author’s point of view and interpret how it influences the story. (743.03.a) <p>CL: C Content Limit: Item may require the identification of the author’s purpose. Identification is limited to third-person (limited and omniscient) and first-person. Item will not require knowledge or definition of the terms limited and omniscient.</p> <ul style="list-style-type: none"> 8.LA.2.3.6 Analyze the themes across various genres. <p>CL: D Content Limit: Item will require the identification of theme in various literary works.</p> <ul style="list-style-type: none"> 8.L.A.2.3.6 Identify literary devices (e.g., onomatopoeia, 	<ul style="list-style-type: none"> Literature response 		
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	<p>hyperbole, imagery) to increase comprehension. (734.01 g)</p> <p>CL: Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.</p>			
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Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

<p>Cognitive Level (CL) codes:</p> <ul style="list-style-type: none"> ○ B: Memorize ○ C: Perform procedures ○ D: Demonstrate understanding ○ E: Conjecture, generalize, prove F: Solve non-routine problems, make connections

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<p>Goal 3.1: Acquire Prewriting Skills</p>	<ul style="list-style-type: none"> ● 8.LA.3.1.1 Generate ideas using a variety of strategies. (744.01.a; 744.01.b) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> ● 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing. <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.</p> <p>Main idea Writer’s focus</p>	<ul style="list-style-type: none"> ● Writing assignments 		<ul style="list-style-type: none"> ● Prewriting ● Writing ● Revising ● Editing ● Publishing ● Audience ● Purpose ● Topic sentence ● Organization patterns (problem and solution, order of importance, chronological) ● Graphic organizer ● Outline ● Transitions ● Text features (bold, underline, bullets, italics, headings,

	<p>Topic sentence Thesis</p> <ul style="list-style-type: none"> 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b) <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options.</p> <p>Organizational strategies: Introductory paragraph (with hook or lead) Supporting details Conclusion</p> <p>Organizational structure: e.g., Chronological order Order of importance Comparison and contrast Spatial order Classification and definition Cause and effect</p> <ul style="list-style-type: none"> 8.LA.3.1.4 Match appropriate writing format to purpose and audience. (744.01.c) <p>CL: D Content Limit: Items may include information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-8.</p> <p>[Note: Also includes grade- appropriate formats such as biography and</p>	<ul style="list-style-type: none"> 6+1 Traits of Writing Essay writing 	<ul style="list-style-type: none"> Business letter Compare / contrast essay 	<p>sidebars)</p> <ul style="list-style-type: none"> Graphics Photographs Usage Rubric Editing checklist Editing marks
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	<p>autobiography]</p> <p>Purpose Format Audience</p> <ul style="list-style-type: none"> 8.LA.3.1.5 Produce a written product within a set time period. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>			
<p>Goal 3.2: Acquire Skills for Writing a Draft</p>	<ul style="list-style-type: none"> 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. (744.01.a; 744.01.b; 744.02.c) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Essay writing 	<ul style="list-style-type: none"> Persuasive essay Narrative essay 	
<p>Goal 3.3: Acquire Skills for Revising a Draft</p>	<ul style="list-style-type: none"> 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (744.01; 744.02) <p>CL: D Content Limit: Sequence</p> <p>Precise language Formal/informal language Consistent voice (just beginning)</p> <p>Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)</p> <ul style="list-style-type: none"> 8.LA.3.3.2 Add details and delete 	<ul style="list-style-type: none"> Research essay Writing workshop 	<ul style="list-style-type: none"> Friendly letter Literary analysis 	

	<p>irrelevant or redundant information.</p> <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details).</p> <p>Adding relevant details Removing irrelevant details</p> <p>Eliminating redundant details</p> <ul style="list-style-type: none"> • 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c) <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases. Students may select the passage within which the transition words or phrases best clarify the passage meaning.</p> <ul style="list-style-type: none"> • 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c) <p>CL: D Content Limit:</p>	<ul style="list-style-type: none"> • Grammar exercises 	<ul style="list-style-type: none"> • Essay 	
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	<p>Misplaced modifiers</p> <p>Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning</p> <ul style="list-style-type: none"> 8.LA.3.3.5 Apply literary models to refine writing style. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.3.3.6 Conference with others to improve writing. (744.01) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Writing workshop 		
<p>Goal 3.4: Acquire Skills for Editing a Draft</p>	<ul style="list-style-type: none"> 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. <p>CL: C</p> <p>Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)</p>	<ul style="list-style-type: none"> Writing workshop 		
<p>Goal 3.5: Acquire Skills to Publish Writing</p>	<ul style="list-style-type: none"> 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.3.5.3 Use appropriate 	<ul style="list-style-type: none"> Writing essays Writing short stories 		

	<p>technology to create a final draft.</p> <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.3.5.4 Share writing with intended audience. (744.04.c) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>			
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Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

<p>Cognitive Level (CL) codes:</p> <ul style="list-style-type: none"> ○ B: Memorize ○ C: Perform procedures ○ D: Demonstrate understanding ○ E: Conjecture, generalize, prove F: Solve non-routine problems, make connections

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<p>Goal 4.1: Acquire Expressive (Narrative / Creative) Writing Skills</p>	<ul style="list-style-type: none"> 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. (744.04.c) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (744.04.c) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Narrative essay 		<ul style="list-style-type: none"> Narrative Writing Creative Writing Expository Writing Persuasive Writing Literary Response
<p>Goal 4.2: Acquire Expository (Informational/Research) Writing</p>	<ul style="list-style-type: none"> 8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (744.07.b) 	<ul style="list-style-type: none"> Dependable Strengths Career Statement 		

<p>Skills</p>	<p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Research essay, literary analysis 		
<p>Goal 4.3: Acquire Persuasive Writing Skills</p>	<ul style="list-style-type: none"> 8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals. (744.05.b; 744.05.c) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Literary analysis essay 		
<p>Goal 4.4: Acquire Skills for Literary Response</p>	<ul style="list-style-type: none"> 8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author’s style. (744.04.b) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> 8.LA.4.4.2 Write responses to literature that analyze an author’s style. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Literary analysis essay 		

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Cognitive Level (CL) codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connections

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Acquire Handwriting Skills	<ul style="list-style-type: none"> ● 8.LA.5.1.1 Write fluently and legibly in print or cursive. <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> ● Writing assignments 		<ul style="list-style-type: none"> ● Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)
Goal 5.2: Acquire Spelling Skills	<ul style="list-style-type: none"> ● 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. (744.02.a) <p>CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series</p> <ul style="list-style-type: none"> ● 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. (744.02.a) <p>Content Limit: Assessed in the classroom, not on the ISAT.</p> <ul style="list-style-type: none"> ● 8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a) <p>CL: C Content Limit:</p>	<ul style="list-style-type: none"> ● Spelling quizzes ● Vocabulary assignment ● Weekly spelling 		<ul style="list-style-type: none"> ● Noun (concrete, abstract, collective, compound) ● Verb (action, linking, helping) ● Conjunctions ● Sentence (construction: simple, compound, complex, compound-complex; kind: declarative, interrogative, imperative, exclamatory) ● Subject-Verb Agreement ● Phrase (verb, prepositional) ● Clause (independent, dependent) ● Punctuation (period, exclamation)

	Includes homophones and commonly confused words			point, question mark, comma, semicolon, colon, apostrophe, quotation marks, hyphen)
Goal 5.3: Acquire Skills for Sentence Structure	<ul style="list-style-type: none"> 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c) <p>CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]</p> <p>Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, or complex sentences.</p> <ul style="list-style-type: none"> 8.LA.5.3.2 Use correctly: (744.02.a) <ul style="list-style-type: none"> future verb tenses adjectives personal pronouns conjunctions adverbs <p>CL: C Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs</p>	<ul style="list-style-type: none"> Sentence structure unit 		<ul style="list-style-type: none"> Capitalization
Goal 5.4: Acquire Skills for Using	<ul style="list-style-type: none"> 8.LA.5.4.1 Apply capitalization correctly in writing. 	<ul style="list-style-type: none"> Writing assignments 		

<p>Conventions</p>	<p>(744.02.a)</p> <p>CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p> <ul style="list-style-type: none"> • 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon. <p>CL: C Content Limit: Items may specify the mark (comma, parentheses, semicolon) and may ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.</p> <p>[Apostrophe used to create singular and plural possessives is included.] [Hyphen is included.] [Punctuation of titles, works of art, ships, etc., is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words / phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound and complex sentences Quotation marks and commas to punctuate dialogue Colons before a list End punctuation</p>			
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Standard 6: Communication (Goals and objectives for this standard are also included in Grade 9-12 Speech.)

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 6</i>
<p>Goal 6.1: Acquire Listening Skills</p>	<ul style="list-style-type: none"> ● 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a) ● 8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a) 	<ul style="list-style-type: none"> ● Compare/contrast essay ● Dependable strengths unit ● Media literacy unit 	<ul style="list-style-type: none"> ● Films ● Internet ● Career Information systems 	
<p>Goal 6.2: Acquire Speaking Skills</p>	<ul style="list-style-type: none"> ● 8.LA.6.2.1 Paraphrase a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject. ● 8.LA.6.2.2 Deliver oral summaries of articles that: (737.01.b) <ul style="list-style-type: none"> ◦ Include the main ideas and the most significant details. ◦ State ideas in own words, except for when quoted directly from sources. ● 8.LA.6.2.3 Organize oral presentations to maintain a clear focus. ● 8.LA.6.2.4 Deliver persuasive presentations that: (746.01.a) <ul style="list-style-type: none"> ◦ Include a well-defined position on the topic. ◦ Differentiate fact from opinion and support arguments with detailed evidence, examples, 	<ul style="list-style-type: none"> ● Oral presentations of projects ● Literature extension projects 		

	<p>reasoning, and persuasive language.</p> <ul style="list-style-type: none"> • 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a) • 8.LA.6.2.6 Deliver oral response to literature that: <ul style="list-style-type: none"> ◦ Interpret a reading and provide insight. ◦ Connect personal responses to the writer’s techniques and to specific textual references. 	<ul style="list-style-type: none"> • Book talks 		
<p>Goal 6.3: Acquire Viewing Skills</p>	<ul style="list-style-type: none"> • 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion. • 8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions. • 8.LA.6.3.3 Evaluate the role of media in focusing people’s attention on events and in forming their opinions on issues. • 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues. • 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information. (746.04.b) 	<ul style="list-style-type: none"> • Media literacy unit • Look at TV and magazine ads • Review TV ads • Create collage of media images of teenagers 	<ul style="list-style-type: none"> • Internet • Magazines • TV 	