

8th Grade Instructional Considerations

1999 California Language Arts Framework

Eighth grade marks the beginning of yet another significant transition for students—that of preparing for the high school years. The content standards for this grade signify the readiness required of students preparing for the secondary content in grades nine through twelve. Not surprisingly, the eight-grade standards represent an important culmination of curriculum activities emphasized throughout grades four through eight.

Integrating the Language Arts Curriculum

The 1999 California Language Arts Framework offers the following suggestions to help teachers integrate the mastery of standards across domains, strands, and academic disciplines by having students:

1. Use word meanings within the appropriate context and show an ability to verify those meanings by definition, restatement, example, comparison, or contrast.
2. Use vocabulary, concepts, and writing related to the science, history-social science, and mathematics standards in some activities and assignments.
3. Compare and contrast motivations and reactions of literary characters from different historical eras or cultures who confront similar situations or conflicts.
4. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
5. Achieve an effective balance between researched information and original ideas.
6. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.
7. Write narratives, employing narrative and descriptive strategies.
8. Use correct punctuation, capitalization, and spelling.
9. Organize information to match the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
10. Deliver narrative presentations.

In addition to the above strategies, the Framework offers of wealth of additional insights, tips, and strategies that will help you address all the called for standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Grade 8 - Standards and Benchmark Proficiencies

READING – (R)

Standard I Word Analysis, Fluency, and Systematic Vocabulary Development

- Word Recognition
- Vocabulary and Concept Development

Standard II Reading Comprehension

- Structural Features of Information Materials
- Comprehension and Analysis of Grade Level Text
- Expository Critique

Standard III Literary Response and Analysis

- Structural Features of Literature
- Narrative Analysis of Grade Level Text
- Literary Criticism

WRITING – (W)

Standard I Writing Strategies

- Organization and Focus
- Research and Technology
- Evaluation and Revision

Standard II Writing Applications – Genres and Their Characteristics

WRITTEN AND ORAL LANGUAGE DEVELOPMENT – (WOL)

Standard I Written and Oral Language Conventions

- Sentence Structure
- Grammar
- Punctuation
- Capitalization
- Spelling

LISTENING AND SPEAKING – (LS)

Standard I Listening and Speaking Strategies

- Comprehension
- Organization and Delivery
- Analysis and Evaluation of Oral and Media

Standard II Speaking Applications – Genres and Their Characteristics

- Speaking Applications

GRADE 8
READING
(R) - STANDARD I

Word Analysis, Fluency and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
Vocabulary and Concept Development	Timeline		Int.	Assessment			
Gr8.R. I.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. I.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. I.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. I.4	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8
READING
(R) - STANDARD II
Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade eight, students make progress toward this goal.

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Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr8.R. II.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.R. II.2 Analyze text that uses proposition and support patterns.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 8
READING
(R) - STANDARD II
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<i>Comprehension and Analysis Of Grade Level Appropriate Text</i>	Timeline		Int.	Assessment			
Gr8.R. II.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.R. II.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.R. II.5 Understand and explain the use of a complex mechanical device by following technical directions.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.R. II.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Expository Critique</i>	Timeline		Int.	Assessment			
Gr8.R. II.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 8
READING
(R) - STANDARD III

Literary Response And Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

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Benchmarks							
<i>Structural Features of Literature</i>	Timeline		Int.	Assessment			
Gr8.R. III.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr8.R. III.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. III.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. III.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.R. III.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Literary Criticism</i>	Timeline		Int.	Assessment			
Gr8.R. III.6 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8
WRITING.
(W) - STANDARD I
Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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Benchmarks							
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
Gr8.W. I.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.W. I.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.W. I.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8
WRITING
(W) - STANDARD I (Continued)
Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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Benchmarks								
<i>Research and Technology</i>		Timeline		Int.	Assessment			
Gr8.W. I.4 Plan and conduct multiple-step information searches by using computer networks and modems.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
	Q/T2	Ong.	SS	1	1	1	1	
	Q/T3	Ong.	M/C	2	2	2	2	
	Q4	Ong.	O	3	3	3	3	
Gr8.W. I.5 Achieve an effective balance between researched information and original ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
	Q/T2	Ong.	SS	1	1	1	1	
	Q/T3	Ong.	M/C	2	2	2	2	
	Q4	Ong.	O	3	3	3	3	
<i>Evaluation and Revision</i>		Timeline		Int.	Assessment			
Gr8.W. I.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
	Q/T2	Ong.	SS	1	1	1	1	
	Q/T3	Ong.	M/C	2	2	2	2	
	Q4	Ong.	O	3	3	3	3	

GRADE 8

WRITING

(W) - STANDARD II

Writing Applications

Genres and their Characteristics

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard IV. Using the writing strategies of grade eight outlined in Writing Standard I, students:

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Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr8.W. II.1 Write biographies, autobiographies, short stories, or narratives: a Relate a clear, coherent incident, event, or situation by using well-chosen details. b Reveal the significance of, or the writer's attitude about, the subject. c Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.W. II.2 Write responses to literature: a Exhibit careful reading and insight in their interpretations. b Connect the student's own responses to the writer's techniques and to specific textual references. c Draw supported inferences about the effects of a literary work on its audience. d Support judgments through references to the text, other works, other authors, or to personal knowledge.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8

WRITING

(W) - STANDARD II (Continued)

Writing Applications

Genres and their Characteristics

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard IV. Using the writing strategies of grade five outlined in Writing Standard I, students:

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Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr8.W. II.3 Write research reports:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Define a thesis.	Q/T2	Ong.	SS	1	1	1	1
b Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.	Q/T3	Ong.	M/C	2	2	2	2
c Use a variety of primary and secondary sources and distinguish the nature and value of each.	Q4	Ong.	O	3	3	3	3
d Organize and display information on charts, maps, and graphs.							
Gr8.W. II.4 Write persuasive compositions:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	Q/T2	Ong.	SS	1	1	1	1
b Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	Q/T3	Ong.	M/C	2	2	2	2
c Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	Q4	Ong.	O	3	3	3	3

GRADE 8

WRITING

(W) - STANDARD II (Continued)

Writing Applications

Genres and their Characteristics

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard IV. Using the writing strategies of grade five outlined in Writing Standard I, students:

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Benchmarks							
<i>Writing Applications</i>	Timeline		Int.	Assessment			
Gr8.W. II.5 Write documents related to career development, including simple business letters and job applications: a Present information purposefully and succinctly and meet the needs of the intended audience. b Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.W. II.6 Write technical documents: a Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b Include all the factors and variables that need to be considered. c Use formatting techniques (e.g., headings, differing fonts) to aid comprehension	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8

WRITTEN AND ORAL LANGUAGE DEVELOPMENT (WOL) - STANDARD I

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students write and speak with a command of standard English conventions appropriate to this grade level.

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Benchmarks							
<i>Sentence Structure</i>	Timeline		Int.	Assessment			
Gr8.WOL. II.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.WOL. II.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.WOL. II.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Grammar</i>	Timeline		Int.	Assessment			
Gr8.WOL. II.4 Edit written manuscripts to ensure that correct grammar is used.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Punctuation/Capitalization</i>	Timeline		Int.	Assessment			
Gr8.WOL. II.5 Use correct punctuation and capitalization	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Spelling</i>	Timeline		Int.	Assessment			
Gr8.WOL. II.6 Use correct spelling conventions	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8

LISTENING AND SPEAKING (LS) - STANDARD I - Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

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Benchmarks							
<i>Comprehension</i>	Timeline		Int.	Assessment			
Gr8.LS. I.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.LS. I.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Organization and Delivery of Oral Communication</i>	Timeline		Int.	Assessment			
Gr8.LS. I.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.LS. I.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.LS. I.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8

LISTENING AND SPEAKING (LS) - STANDARD I - Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
Gr8.LS. I.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.LS. I.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Analysis and Evaluation of Oral and Media</i>	Timeline		Int.	Assessment			
Gr8.LS. I.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr8.LS. I.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 8

LISTENING AND SPEAKING

(LS) - STANDARD II

Speaking Applications - Genres and Their Characteristics

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Speaking Applications</i>	Timeline		Int.	Assessment			
Gr8.LS. II.1 Deliver narrative presentations (e.g., biographical, autobiographical):	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Relate a clear, coherent incident, event, or situation by using well-chosen details.	Q/T2	Ong.	SS	1	1	1	1
b Reveal the significance of, and the subject's attitude about, the incident, event, or situation.	Q/T3	Ong.	M/C	2	2	2	2
c Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Q4	Ong.	O	3	3	3	3
Gr8.LS. II.2 Deliver oral responses to literature:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Interpret a reading and provide insight.	Q/T2	Ong.	SS	1	1	1	1
b Connect the students' own responses to the writer's techniques and to specific textual references.	Q/T3	Ong.	M/C	2	2	2	2
c Draw supported inferences about the effects of a literary work on its audience.	Q4	Ong.	O	3	3	3	3
d Support judgments through references to the text, other works, other authors, or personal knowledge.							

GRADE 8

LISTENING AND SPEAKING

(LS) - STANDARD II *(Continued)*

Speaking Applications - Genres and Their Characteristics

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies - Standard I. Using the speaking strategies of grade six outlined in Listening and Speaking Standard I, students will:

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Speaking Applications</i>	Timeline		Int.	Assessment			
Gr8.LS. II.3 Deliver research presentations: Define a thesis. a Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. b Use a variety of primary and secondary sources and distinguish the nature and value of each. c Organize and record information on charts, maps, and graphs.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.LS. II.4 Deliver persuasive presentations: a Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d Maintain a reasonable tone.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr8.LS. II.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

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Standards Based Rubrics Writing Applications

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Grade 1

Writing Standard 2.1: Narrative Writing

- Write brief narratives describing an experience (e.g., fictional, autobiographical)

Writing Standard 2.2: Expository Descriptions

- Write brief expository descriptions of a real object, person, place, or event using sensory details

Grade 2

Writing Standard 2.1 - Narrative Writing

- Write brief narratives based on their experience that
 1. move through a logical sequence of events
 2. describe the setting, characters, objects, and events in detail

Writing Standard 2.2 - Friendly letter

- Write a friendly letter complete with date, salutation, body, closing, and signature

Standards Based Rubrics

Writing Applications

If you use a number scale, divide the number of points earned by number of traits.

- 0=not evident
- 1=minimal evidence of mastery
- 2=adequate evidence of mastery
- 3=strong evidence of mastery
- 4=outstanding evidence of mastery

Grade 3

Writing Standard 2.1 - Narrative Writing

- Write narratives that
 - 1 provide a context within which an action takes place
 - 2 include well-chosen detail to develop the plot; and
 - 3 provide insight into why this incident is memorable

Writing Standard 2.2 - Description

- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Writing Standard 2.3 - Personal and Formal Letter

- Write personal and formal letters, thank you notes and invitations that
 - 1 consider the audience, purpose, and context
 - 2 address knowledge and interests of the audience, stated purpose, and context
 - 3 include the date, proper salutation, body, closing, and signature

Grade 4

Writing Standard 2.1 - Narrative Writing

- Write narratives on incidents that
 1. relate ideas, observations, and/or memories
 2. provide a context to enable the reader to imagine the world of the event or experience
 3. use concrete sensory details
 4. provide insight into why this incident is memorable

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 - 1 demonstrate an understanding of the literary work
 - 2 support judgments through references both to the text and to prior knowledge

Writing Standard 2.3 - Summary

- Write summaries that contain the main ideas of the reading selection and the most significant details

Standards Based Rubrics

Writing Applications

Grade 5

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Writing Standard 2.1 - Narrative

- Write narratives, that
 1. establish and develop plot and setting, and choose a point of view that is appropriate to stories
 2. include sensory details and concrete language to develop plot and character
 3. use a range of narrative strategies (e.g., dialogue, suspense)

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 1. demonstrate an understanding of a literary work
 2. support judgments through references both to the text and to prior knowledge
 3. develop interpretations that exhibit careful reading and understanding

Writing Standard 2.3 - Information Reports

- Write research reports about key ideas, issues, or events that
 1. frame question(s) that direct the investigation
 2. establish a controlling idea/topic
 3. develop the topic with simple facts, details, examples and explanations
 4. draw from more than one source of information (e.g., speakers, books, newspapers, media sources)

Writing Standard 2.4 - Persuasive

- Write persuasive compositions or letters for grade 5 that
 1. state a clear position in support of a proposition or proposal
 2. support the position with organized and relevant evidence; and
 3. anticipate and address reader concerns and counter-arguments

Standards Based Rubrics

Writing Applications

Grade 6

If you use a number scale, divide the number of points earned by number of traits.

- 0=not evident
- 1=minimal evidence of mastery
- 2=adequate evidence of mastery
- 3=strong evidence of mastery
- 4=outstanding evidence of mastery

Writing Standard 2.1 - Narrative

- Write narratives, that
 - (1) establish and develop plot and setting, and choose a point of view that is appropriate to stories
 - (2) include sensory details and concrete language to develop plot and character
 - (3) use a range of narrative strategies (e.g., dialogue, suspense)

Writing Standard 2.2 - Expository

- Write expository compositions (e.g., description, explanation, comparison and contrast, and/or problem/solution) that
 - (1) state the thesis or purpose
 - (2) explain the situation
 - (3) follow an organizational pattern appropriate to the type of composition (e.g., if problem/solution, then paired)
 - (4) offer persuasive evidence for the validity of the description, proposed solutions, etc.

Writing Standard 2.3 - Research Reports

- Write research reports that
 - (1) pose relevant questions narrow enough to be thoroughly covered
 - (2) support the main idea(s) with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, on-line information searches)
 - (3) use a bibliography

Writing Standard 2.4 - Response to Literature

- Write responses to literature that
 - (1) develop an interpretation which exhibits careful reading, understanding and insight
 - (2) organize the interpretation around several clear ideas, premises, or images
 - (3) develop and justify the interpretation through sustained use of examples and textual evidence

Writing Standard 2.5 - Persuasive

- Write persuasive compositions or letters for grade 6 that
 - (1) state a clear position in support of a proposition or proposal
 - (2) support the position with organized and relevant evidence; and
 - (3) anticipate and address reader concerns and counter-arguments

Standards Based Rubrics

Writing Applications

Grade 7

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Writing Standard 2.1 - Fictional/Nonfictional Narratives

- Write narratives that
 - (1) develop a standard plot line (beginning, conflict, rising action, climax, denouement) and point of view
 - (2) develop complex major and minor characters and a definite setting
 - (3) use a range of appropriate strategies (e.g., dialogue, suspense, naming of specific narrative action, including movement, gestures, and expressions)

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 - (1) develop interpretations which exhibit careful reading, understanding, and insight
 - (2) organize interpretations around several clear ideas, premises, or images
 - (3) justify interpretations through sustained use of examples and textual evidence

Writing Standard 2.3 - Research Report

- Write research reports that
 - (1) pose relevant and tightly drawn questions about the topic
 - (2) convey clear and accurate perspectives on the subject
 - (3) include evidence generated through the formal research process (e.g., card catalog, *Reader's Guide to Periodical Literature*, computer catalog, magazines, newspapers, dictionaries)
 - (4) document reference sources with footnotes and a bibliography

Writing Standard 2.4 - Persuasive

- Write persuasive compositions that
 - (1) state a clear position or perspective in support of a proposition or proposal
 - (2) describe the points in support of the proposition, employing well-articulated evidence
 - (3) anticipate and address reader concerns and counter-arguments

Writing Standard 2.5 - Summary

- Write summaries of reading materials that
 - (1) contain the materials' main ideas and most significant details
 - (2) are written in the student's own words, except for material quoted from the source

Standards Based Rubrics

Writing Applications

Grade 8

If you use a number scale, divide the number of points earned by number of traits.

- 0=not evident
- 1=minimal evidence of mastery
- 2=adequate evidence of mastery
- 3=strong evidence of mastery
- 4=outstanding evidence of mastery

Writing Standard 2.1 - Fictional/Nonfictional Narrative

- Write biographies, autobiographies, short stories, and/or narratives that
 - (1) relate a clear, coherent incident, event, or situation by using well-chosen details
 - (2) reveal the significance of, or the writer's attitude about, the subject
 - (3) employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters)

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 - (1) develop interpretations which exhibit careful reading and insight
 - (2) connect the student's own responses to the writer's techniques and to specific textual references
 - (3) draw supported inferences about the effects of a literary work on its audience
 - (4) support judgments through references to the text, other works, other authors, or to personal knowledge

Writing Standard 2.3 - Research Report

- Write research reports that
 - (1) define a thesis
 - (2) record important ideas, concepts, and direct quotations from significant information sources, paraphrasing and summarizing all perspectives on the topic, as appropriate
 - (3) use a variety of primary and secondary sources, distinguishing the nature and value of each
 - (4) organize and record information on charts, maps, and graphs

Writing Standard 2.4 - Persuasive

- Write persuasive compositions that
 - (1) include a well-defined thesis that makes a clear and knowledgeable judgment
 - (2) support arguments with detailed evidence, examples, and reasoning, differentiating between evidence and opinion
 - (3) arrange details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments

Writing Standard 2.5 - Career Development

- Write documents related to career development, including simple business letters and job applications, that
 - (1) are purposeful and reflect the intended audience meet the needs of the audience efficiently follow the conventional style for the type of document (e.g., letter of inquiry, memorandum)

Writing Standard 2.6 - Technical Documents

- Write technical documents that explain a complex operation or situation (e.g., design a system, operate a tool, or bylaws of an organization) that
 - (2) identify the sequence of activities needed to create the product, service, or system
 - (3) include all the factors and variables that need to be considered
 - (4) use formatting techniques (e.g., headings, differing fonts) to aid comprehension