

Map: **Communication Arts by Michelle Bauman** Grade Level: **8**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

	Essential Questions	Content	Skills		Standards/PIs	Resources/Notes
Unit 1	<p>UNIT 1: CREATIVE WRITING</p> <p>How can we use voice to capture the readers' attention?</p> <p>How can we use persuasive and convincing writing to engage readers?</p> <p>How can writing from different points of view change a story's theme or message?</p> <p>How can writing from different points of view enhance our understanding of people?</p> <p>How can we describe our childhoods using figurative language?</p> <p>How can we use figurative language to enrich our writing?</p> <p>How can we revise and edit our work in order to</p>	<p>Monologue Writing</p> <p>Point of View</p> <p>Voice</p> <p>Figurative Language</p> <p>Self-Editing/Revision</p> <p>Peer-Editing/Revision</p> <p>Poetry Writing</p> <p>Point of View</p> <p>Voice</p> <p>Figurative Language</p> <p>Self-Editing/Revision</p> <p>Peer-Editing/Revision</p> <p>Journal Writing</p> <p>Point of View</p> <p>Voice</p> <p>Figurative Language</p> <p>Self-</p>	<p>Constructs monologues using voice and figurative language.</p> <p>Creates dialogue between written monologues.</p> <p>Illustrates different points of view when writing journal entries.</p> <p>Relates personal experiences to daily writing prompts.</p> <p>Illustrates personal goals and a sense of personal voice in "If I Were in Charge of the World" poem.</p> <p>Collects anecdotes to assemble book of memories.</p> <p>Assembles a writing portfolio that includes literary, interpretive, and responsive writing.</p>		<p>ELA1-8.R.3</p> <p>ELA1-8.L.1</p> <p>ELA1-8.L.3</p> <p>ELA1-8.L.4</p> <p>ELA1-8.S.2</p> <p>ELA1-8.S.7</p> <p>ELA2-8.R.3</p> <p>ELA2-8.R.4</p> <p>ELA2-8.R.5</p> <p>ELA2-8.W.1</p> <p>ELA2-8.W.3</p> <p>ELA2-8.L.2</p> <p>ELA3-8.W.1</p> <p>ELA3-8.W.3</p> <p>ELA3-8.S.1</p> <p>ELA3-8.S.3</p> <p>ELA4-8.R.1</p> <p>ELA4-8.R.3</p> <p>ELA4-8.W.1</p> <p>ELA4-8.W.3</p> <p>ELA4-8.W.4</p> <p>ELA4-8.L.1</p> <p>ELA4-8.L.3</p>	

improve our writing?	Editing/Revision			
How can we successfully edit our peers' work?	Peer-Editing/Revision	Points out and examines questionable material during peer editing sessions.		ELA4-8.L.4 ELA4-8.L.6 ELA4-8.S.2
How can we listen attentively and provide positive reinforcement to our classmates?	Autobiographical Writing			ELA4-8.S.3 ELA4-8.S.5
	Point of View	Creates a personal voice that enables the reader to get to know the writer.		
	Voice			
How can we read and present our work with meaningful expression?	Figurative Language	Explains personal reactions to experiences, events, and observations.		
	Self-Editing/Revision			
How can we gain confidence in our speaking and presentational skills?	Peer-Editing/Revision	Devises a consistent point of view that enhances the message and/or establishes the mood.		
	Persuasive Writing			
	Point of View			
	Voice	Recognizes that the speaker's voice and delivery impact communication.		
	Figurative Language			
	Self-Editing/Revision			
	Peer-Editing/Revision	Recalls significant ideas and details, and the relationships between and among them.		
	Oral Presentation			
	Facial Expression	Distinguishes between relevant and irrelevant information.		
	Eye Contact			
	Voice Control	Describes events from		

	Relationship with Audience	early childhood.		
	Audience Participation	Supports ideas with anecdotes and details.		
	Non-verbal encouragement	Demonstrates comprehension and response through a range of activities, such as writing, drama, and oral presentation.		
	Eye contact			
	Constructive criticism			
	Appropriate praise			
	VOCABULARY	Draws conclusions and makes inferences on the basis of explicit and implied information.		
	monologue, voice, figurative language, mood, tone, metaphor, point of view, fiction, nonfiction, expository writing, persuasive writing, dialogue, anecdote	Listens with respect when others speak.		
		Identifies how the author's choice of words and other literary devices affect the listener's interpretation of the oral text.		
		Recognizes persuasive techniques in presentations.		
		Evaluates the quality of the speaker's presentational style by using criteria such as		

			voice quality, enunciation, and delivery.		
Unit 2	<p>UNIT 2: DRAMA</p> <p>How will learning drama terms help with our understanding of drama?</p> <p>How can we learn drama terms in a fun and/or interesting way?</p> <p>How can we decide which drama terms apply to films we have seen?</p> <p>How can we use drama activities from the television show "Whose Line is it Anyway?" to help enrich our understanding and enjoyment of improvisational acting?</p> <p>How can performing improvisational games improve our acting?</p> <p>How can the spontaneous use of props help us to think on our feet and</p>	<p>Drama/Stage Basics</p> <p>Stage directions</p> <p>Movement</p> <p>Facial Expressions</p> <p>Voice Projection</p> <p>Improvisational Acting</p> <p>Given or spontaneously created scenes</p> <p>Using props</p> <p>Character development</p> <p>Inner-monologue</p> <p>Stage presence</p> <p>Script Writing</p> <p>Using preexisting scripts to create new innovative ones</p> <p>Point of View</p> <p>Voice</p> <p>Figurative Language</p> <p>Self-</p>	<p>Compares motives of characters, causes of events, and importance of setting.</p> <p>Identifies drama terms and their impact on presentational skills.</p> <p>Recognizes how expression and improvisational skills affect performance.</p> <p>Dramatizes nonfiction works such as newspaper or magazine articles.</p> <p>Supports group by working collaboratively to plan, draft, edit, and revise written work.</p> <p>Identifies the different improvisational activities and how these activities can improve acting skills.</p> <p>Relates personal experience to scene</p>		<p>ELA1-8.R.7</p> <p>ELA1-8.R.12</p> <p>ELA1-8.W.2</p> <p>ELA1-8.W.4</p> <p>ELA1-8.W.5</p> <p>ELA1-8.W.6</p> <p>ELA1-8.L.2</p> <p>ELA1-8.L.4</p> <p>ELA1-8.S.2</p> <p>ELA1-8.S.3</p> <p>ELA1-8.S.5</p> <p>ELA1-8.S.6</p> <p>ELA2-8.R.5</p> <p>ELA2-8.R.7</p> <p>ELA2-8.R.8</p> <p>ELA2-8.W.1</p> <p>ELA2-8.L.2</p> <p>ELA2-8.S.1</p> <p>ELA3-8.L.6</p> <p>ELA3-8.L.2</p> <p>ELA3-8.S.1</p> <p>ELA4-8.R.3</p> <p>ELA4-8.W.2</p>

improve drama skills?	Editing/Revision	prompts.	ELA4-8.W.3
	Peer-Editing/Revision		ELA4-8.W.4
			ELA4-8.W.5
How can creating and performing different personalities help with our acting skills?	Oral Presentation	Composes a narrative using an organization plan.	ELA4-8.L.1
	Facial Expression		ELA4-8.L.3
	Eye Contact	Practices the conventions of the given presentational format.	ELA4-8.L.4
	Voice Control		ELA4-8.L.5
How can using people as scenery and props help create funny and spontaneous scenes?	Relationship with Audience		ELA4-8.L.6
		Memorizes scenes with partners.	ELA4-8.S.2
	Audience Participation		ELA4-8.S.3
How can we create drama scenes from newspaper articles?	Non-verbal encouragement	Selects props to use in improvisational skills.	ELA4-8.S.4
	Eye contact		ELA4-8.S.5
How does writing our own scripts enhance our understanding of playwriting and drama?	Constructive criticism	Expresses ideas to group with clarity and persuasiveness.	
	Appropriate praise		
	VOCABULARY	Shows a range of emotions and personalities in scenes with partners.	
How can performing our own scripts highlight our understanding of playwriting and drama?	actor, antagonist, auditions, cast, comedy, dialogue, director, drama, dramatic monologue, parody, producer, props, protagonist, script, set, soliloquy, sound effects, stage directions, tragedy, tragic hero	Applies an understanding of stage techniques and rules to the group performance.	
How can we "twist" or change fairy tales in order to create new and interesting scenes?		Employs classmates as scenery and props.	
How can we			

<p>delegate jobs to group members in order to write and perform plays successfully?</p>	<p>Modifies existing fairy tales to create innovative and exciting new ones.</p>
<p>How can reading sample plays give us ideas for our own original plays?</p>	<p>Subdivides group members in order to equally share responsibilities.</p>
<p>How can we ascertain the important aspects and concepts of playwriting?</p>	<p>Experiments with different voices, costumes, and personalities during scenes.</p>
<p>How can we decide which props and costumes are necessary in order to perform the play?</p>	<p>Designs props, scenery, music, and script for group play.</p>
<p>How can performing a work-in-progress play help us to edit and assess our writing?</p>	<p>Organizes group members to put on a successful group play.</p>
<p>How can watching our plays improve our acting skills?</p>	<p>Writes a well-planned script for group play.</p>
<p>How can we successfully edit our peers' work?</p>	<p>Assesses classmates' scripts and performances.</p>
<p>How can we listen attentively and provide positive</p>	<p>Evaluates the use of improvisational skills in classmates' plays.</p>
	<p>Listens with comprehension and</p>

	<p>reinforcement to our classmates?</p> <p>How can we read and present our work with meaningful expression?</p> <p>How can we gain confidence in our speaking and presentational skills?</p>		<p>respect when others speak.</p> <p>Identifies how the author's choice of words and other literary devices affect the listener's interpretation of the oral text.</p> <p>Recognizes persuasive techniques in presentations.</p> <p>Evaluates the quality of the speaker's presentational style by using criteria such as voice quality, enunciation, and delivery.</p> <p>Encourages the speaker with appropriate facial expressions and gestures.</p> <p>Speaks with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication.</p> <p>Offers verbal feedback to others in a respectful and responsive way.</p>		
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			<p>VOCABULARY</p> <p>actor, antagonist, auditions, cast, comedy, dialogue, director, drama, dramatic monologue, parody, producer, props, protagonist, script, set, soliloquy, sound effects, stage directions, tragedy, tragic hero</p>		
Unit 3	<p>UNIT 3: FILM STUDY</p> <p>How is the film "Grease" similar to and different from the novel <i>The Outsiders</i>?</p> <p>How does <i>Remember the Titans</i> fit into the epic/historical genre?</p> <p>How can the students use <i>Remember the Titans</i> as a resource for discussing racism and character education?</p> <p>How can the students use <i>Life is Beautiful</i> as a resource for discussing the Holocaust?</p>	<p>Elements of Film</p> <p>Using literary elements such a setting, plot and characterization to evaluate films.</p> <p>Genre Study</p> <p>Identify and discuss the following genres:</p> <p>horror, comedy, action, adventure, war, western, science fiction, epic/historical, crime/gangster, and musical</p> <p>Films and Literature</p> <p>Compare and contrast time periods in which films and novels are set.</p>	<p>Identifies the different film genres.</p> <p>Matches descriptions of the genres to the appropriate genres.</p> <p>Describes each genre using details.</p> <p>Recognizes different literary elements found in films.</p> <p>Distinguishes between different genres using elements found in each genre.</p> <p>Applies knowledge of genres to classify different films.</p>	<p>ELA1-8.R.1</p> <p>ELA1-8.R.2</p> <p>ELA1-8.R.3</p> <p>ELA1-8.R.6</p> <p>ELA1-8.R.11</p> <p>ELA1-8.R.12</p> <p>ELA1-8.W.2</p> <p>ELA1-8.W.4</p> <p>ELA1-8.W.8</p> <p>ELA1-8.L.1</p> <p>ELA1-8.L.2</p> <p>ELA1-8.L.4</p> <p>ELA1-8.L.4</p> <p>ELA1-8.S.1</p> <p>ELA1-8.S.2</p> <p>ELA1-8.S.3</p> <p>ELA1-8.S.5</p>	

How can we decide which film genres are most prevalent and popular in our society?	Final Project	Examines films to decipher mood/tone and how those affect films.	ELA1-8.S.6
How can we figure out examples of the most popular film genres?	Teach a lesson to the class using a film that exemplifies a genre.	Compares and contrasts between film genres.	ELA1-8.S.7
How can films fit into more than one genre?	Oral Presentation	Composes a lesson in which each group teaches classmates about a film and its genre.	ELA1-8.W.2
How can studying films help with our understanding of literature?	Facial Expression		ELA1-8.W.5
	Eye Contact		ELA1-8.L.4
	Voice Control		ELA1-8.S.3
	Relationship with Audience	Collects and compiles information about the film of choice.	ELA1-8.S.4
How can a tagline from a film help explain its genre?	Audience Participation	Summarizes the plot of the chosen film to help classmates understand basic concepts.	ELA3-8.W.4
How can we decipher the elements of the following genres?: horror, comedy, epic/historical, science fiction, crime/gangster, war, musical, adventure, action, and western?	Non-verbal encouragement		ELA3-8.W.5
	Eye contact		ELA3-8.L.5
	Constructive criticism	Justifies how chosen film fits into specific genre.	ELA3-8.L.1
	Appropriate praise		ELA3-8.S.3
How are films similar and/or different from films?	VOCABULARY	Devises a consistent point of view that enhances the message and/or establishes the mood.	ELA4-8.R.3
How can we find elements such	genre, narration, shot, montage, camera movement, pan, plot, setting, conflict, sound effects, lighting, plot, setting, characterization, mood.	Recognizes that the speaker's voice and delivery impact	ELA4-8.W.3
			ELA4-8.L.1
			ELA4-8.L.2
			ELA4-8.L.3
			ELA4-8.L.4
			ELA4-8.L.5
			ELA4-8.L.6
			ELA4-8.S.2
			ELA4-8.S.3
			ELA4-8.S.4
			ELA4-8.S.5

as setting, characterization, theme, plot, conflict, etc. in film?	communication.	
How can we use our knowledge of films and genres to educate future Communication Arts classes?	Recalls significant ideas and details, and the relationships between and among them.	
How can we assess what has been learned about films and genres?	Distinguishes between relevant and irrelevant information.	
How can we teach our classmates about different film genres?	Supports ideas with anecdotes and details.	
How can we revise and edit our work in order to improve our writing?	Demonstrates comprehension and response through a range of activities, such as writing and oral presentation.	
How can we successfully edit our peers' work?	Draws conclusions and makes inferences on the basis of explicit and implied information.	
How can we listen attentively and provide positive reinforcement to our classmates?	Listens with respect when others speak.	
How can we read and present our work with meaningful expression?	Recognizes persuasive techniques in presentations.	
How can we gain confidence in our speaking	Evaluates the quality of the speaker's presentational style by using criteria such as voice quality,	

	and presentational skills?		<p>enunciation, and delivery.</p> <p>Encourages the speaker with appropriate facial expressions and gestures.</p> <p>Speaks with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication.</p> <p>Offers verbal feedback to others in a respectful and responsive way.</p> <p>VOCABULARY</p> <p>genre, narration, shot, montage, camera movement, pan, plot, setting, conflict, sound effects, lighting, plot, setting, characterization, mood</p>			
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	Essential Questions	Content	Skills		Standards/PIs	Resources/Notes
Unit 4	UNIT 4: ADVERTISING	Basics of Advertising	Identifies the purpose of advertising.		ELA1-8.R.2	
	How can we decipher the purpose of advertising?	Types of advertising			ELA1-8.R.3	
	How and for what purpose are slogans used?	Where we see advertising	Recalls slogans for different products and services.		ELA1-8.R.6	
	How can advertising companies play tricks on consumers?	How slogans are created and why they are useful			ELA1-8.R.7	
	How can we recognize persuasive techniques in advertising?	Persuasion in Advertising	Describes how some slogans and campaigns target certain demographics.		ELA1-8.R.8	
	How can we decipher which age demographic is being targeted in an ad?	Targeting certain demographics			ELA1-8.W.10	
	How can we decipher a product's features and benefits?	Features and Benefits	Discovers persuasive techniques used in commercials and other forms of advertising.		ELA1-8.L.2	
	How can features and benefits enhance a product?	Billboards			ELA1-8.L.3	
	How can a commercial persuade its viewers to buy its product?	Commericals			ELA1-8.L.4	
	How can a successful product be created?	Jingles	Analyzes a product to decipher its features and benefits.		ELA1-8.L.4	
		Taglines			ELA1-8.S.2	
		Squashing competition	Breaks down products to decide the best possible way to advertise them.		ELA1-8.S.1	
		Creating a Successful Commerical			ELA1-8.S.5	
	Useful product	Points out how slogans and jingles convince consumers to buy certain products.		ELA2-8.R.5		
	Persuasive poster displaying features and benefits			ELA2-8.L.1		
	Compelling slogan or jingle			ELA2-8.L.2		
	Catchy tagline	Devises a new product to sell successfully.		ELA3-8.R.1		
	Powerful commerical			ELA3-8.R.3		
				ELA3-8.W.1		
				ELA3-8.L.1		
				ELA3-8.L.2		
				ELA3-8.L.4		
				ELA4-8.W.3		
				ELA4-8.L.3		
				ELA4-8.L.5		
				ELA4-8.L.6		

<p>How can successful features and benefits be created?</p> <p>How can a successful commercial be created?</p> <p>How can we be persuasive in selling our products?</p> <p>How can we tell if we were successful at persuading viewers to buy our product?</p> <p>How can we revise and edit our work in order to improve our writing?</p> <p>How can we successfully edit our peers' work?</p> <p>How can we listen attentively and provide positive reinforcement to our classmates?</p> <p>How can we read and present our work with meaningful expression?</p> <p>How can we gain confidence in our speaking and presentational skills?</p>	<p>VOCABULARY</p> <p>slogan, tagline, jingle, features, benefits, demographic</p>	<p>Organizes an advertising campaign to sell a product.</p> <p>Constructs a poster displaying the product's features and benefits.</p> <p>Chooses the best possible approach to sell the product successfully.</p> <p>Selects the most persuasive techniques to use in the commercial.</p> <p>Evaluates classmates' commercials.</p> <p>Listens with respect when others speak.</p> <p>Identifies how the author's choice of words and other literary devices affect the listener's interpretation of the oral text.</p> <p>Recognizes persuasive techniques in presentations.</p>		<p>ELA4-8.S.2</p> <p>ELA4-8.S.3</p> <p>ELA4-8.S.4</p> <p>ELA4-8.S.5</p>	
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Evaluates the quality of the speaker's presentational style by using criteria such as voice quality, enunciation, and delivery.

Encourages the speaker with appropriate facial expressions and gestures.

Speaks with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication.

Offers verbal feedback to others in a respectful and responsive way.

VOCABULARY

slogan, tagline, jingle, features, benefits, demographic

Key to Standards used in this Map

ELA1-8.R.1 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.01 - locate and use school and public library resources independently to acquire information [Grade 8]

ELA1-8.R.2 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.02 - apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts [Grade 8]

ELA1-8.R.3 [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.03 - read and follow written multistep directions or procedures to accomplish a

task or complete an assignment [Grade 8]

ELA1-8.R.6 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.06 - use knowledge of structure, content, and vocabulary to understand informational text [Grade 8]

ELA1-8.R.7 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.07 - distinguish between relevant and irrelevant information [Grade 8]

ELA1-8.R.8 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.08 - identify missing, conflicting, or unclear information [Grade 8]

ELA1-8.R.11 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.11 - condense, combine, or categorize new information from one or more sources [Grade 8]

ELA1-8.R.12 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 8.R.12 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 8]

ELA2-8.R.3 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.03 - identify the author's point of view, such as first-person narrator and omniscient narrator [Grade 8]

ELA2-8.R.4 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.04 - determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent [Grade 8]

ELA2-8.R.5 [3 occurrences] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.05 - recognize how the author's use of language creates images or feelings [Grade 8]

ELA2-8.R.7 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.07 - compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives [Grade 8]

ELA2-8.R.8 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 8.R.08 - identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text [Grade 8]

ELA3-8.R.1 [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.01 - evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning [Grade 8]

ELA3-8.R.3 [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 8.R.03 - suspend judgment until all information has been presented [Grade 8]

ELA4-8.R.1 [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.01 - share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups [Grade 8]

ELA4-8.R.3 [3 occurrences] - ELA Standard 4 - Reading Strand - Performance Indicator 8.R.03 - recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication [Grade 8]

ELA1-8.W.2 [3 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.02 - identify appropriate format for sharing information with intended audience and comply with the accepted features of that format [Grade 8]

ELA1-8.W.4 [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.04 - use outlines and graphic organizers, such as semantic webs, to plan reports [Grade 8]

ELA1-8.W.5 [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.05 - include relevant and exclude irrelevant information [Grade 8]

ELA1-8.W.6 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.06 - use paraphrase and quotation correctly [Grade 8]

ELA1-8.W.8 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.08 - support ideas with examples, definitions, analogies, and direct references to the text [Grade 8]

ELA1-8.W.10 [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 8.W.10 - write accurate and complete responses to questions about informational material [Grade 8]

ELA2-8.W.1 [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 8.W.01 - write original literary texts to - develop a narrative, using an organizational plan such as chronology or flashback - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution - maintain a consistent point of view that enhances the message and/or establishes the mood - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme [Grade 8]

ELA2-8.W.3 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 8.W.03 - maintain a writing portfolio that includes literary, interpretive, and responsive writing [Grade 8]

ELA3-8.W.1 [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.01 - present clear analyses, using examples, details, and reasons from text [Grade 8]

ELA3-8.W.3 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.03 - select content and choose strategies for written presentation on the basis of

audience, purpose, and content [Grade 8]

ELA3-8.W.4 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.04 - explain connections between and among texts to extend the meaning of each individual text [Grade 8]

ELA3-8.W.5 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 8.W.05 - compare and contrast the use of literary elements in more than one genre, by more than one author [Grade 8]

ELA4-8.W.1 [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.01 - share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups [Grade 8]

ELA4-8.W.2 [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.02 - respect the age, gender, social position, and cultural traditions of the recipient [Grade 8]

ELA4-8.W.3 [4 occurrences] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.03 - develop a personal voice that enables the reader to get to know the writer [Grade 8]

ELA4-8.W.4 [2 occurrences] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.04 - write personal reactions to experiences, events, and observations, using a form of social communication [Grade 8]

ELA4-8.W.5 [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 8.W.05 - identify and model the social communication techniques of published writers [Grade 8]

ELA1-8.L.1 [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.01 - recall significant ideas and details and the relationships between and among them [Grade 8]

ELA1-8.L.2 [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.02 - identify missing, conflicting, or unclear information [Grade 8]

ELA1-8.L.3 [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.03 - draw conclusions and make inferences on the basis of explicit and implied information [Grade 8]

ELA1-8.L.4 [7 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 8.L.04 - recognize that the speaker's voice and delivery impact communication [Grade 8]

ELA2-8.L.1 [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 8.L.01 - listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text [Grade 8]

ELA2-8.L.2 [3 occurrences] - ELA Standard 2 - Listening Strand - Performance Indicator 8.L.02 - identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text [Grade 8]

ELA3-8.L.1 [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.01 - form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences [Grade 8]

ELA3-8.L.2 [2 occurrences] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.02 - recognize persuasive techniques, such as emotional and ethical appeals, in presentations [Grade 8]

ELA3-8.L.4 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.04 - identify conflicting, missing, or unclear information [Grade 8]

ELA3-8.L.5 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.05 - suspend judgment until all information has been presented [Grade 8]

ELA3-8.L.6 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 8.L.06 - evaluate the quality of the speaker's presentation style by using criteria such as voice quality, enunciation, and delivery [Grade 8]

ELA4-8.L.1 [3 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.01 - participate as a listener in social conversation with one or more people who are friends or acquaintances [Grade 8]

ELA4-8.L.2 [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.02 - respect the age, gender, social position, and cultural traditions of the speaker [Grade 8]

ELA4-8.L.3 [4 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.03 - listen for more than one level of meaning, articulated and unspoken [Grade 8]

ELA4-8.L.4 [3 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.04 - encourage the speaker with appropriate facial expressions and gestures [Grade 8]

ELA4-8.L.5 [3 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.05 - withhold judgment [Grade 8]

ELA4-8.L.6 [4 occurrences] - ELA Standard 4 - Listening Strand - Performance Indicator 8.L.06 - appreciate the speaker's uniqueness [Grade 8]

ELA1-8.S.1 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.01 - prepare and give presentations on informational topics [Grade 8]

ELA1-8.S.2 [4 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.02 - contribute to group discussions by offering comments to clarify and interpret ideas and information [Grade 8]

ELA1-8.S.3 [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.03 - present information to address audience needs and to anticipate questions [Grade 8]

ELA1-8.S.4 [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.04 - present examples, definitions, analogies, and direct references to the text in support of ideas [Grade 8]

ELA1-8.S.5 [3 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.05 - connect, compare, and contrast ideas and information [Grade 8]

ELA1-8.S.6 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.06 - use the conventions of the presentational format for panel discussions, debates, and mock trials [Grade 8]

ELA1-8.S.7 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 8.S.07 - ask and respond to questions to clarify information [Grade 8]

ELA2-8.S.1 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 8.S.01 - express interpretations and support them through specific references to the text [Grade 8]

ELA3-8.S.1 [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.01 - express opinions or judgments about information, ideas, opinions, issues, themes, and experiences [Grade 8]

ELA3-8.S.3 [2 occurrences] - ELA Standard 3 - Speaking Strand - Performance Indicator 8.S.03 - present content, using strategies designed for the audience, purpose, and context [Grade 8]

ELA4-8.S.2 [4 occurrences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.02 - provide feedback by asking questions designed to encourage further conversation [Grade 8]

ELA4-8.S.3 [4 occurrences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.03 - use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting [Grade 8]

ELA4-8.S.4 [3 occurrences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.04 - use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener [Grade 8]

ELA4-8.S.5 [4 occurrences] - ELA Standard 4 - Speaking Strand - Performance Indicator 8.S.05 - respond to the listener's interests, needs, and reactions to social conversation [Grade 8]