



ADW GRADE 8 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

Reading: Word recognition, Fluency & Vocabulary (WRFV)	Standards	Core Concepts	Key terms
LA.8.WRFV.1 Scaled score • 2751-2800	Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.	<ul style="list-style-type: none">• Figurative language is used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses.• Interpretation of these words involves determining their technical, connotative, and figurative meanings as well as how their use shapes the piece.• Additionally, identifying how an author uses them can help readers understand the author's purpose.	<ul style="list-style-type: none">• Idioms• Analogies• Metaphor• Similes• Figurative• Literal
LA.8.WRFV.2	Understand the influence of historical events on English word meaning and vocabulary expansion.	<ul style="list-style-type: none">• All aspects of culture including language, can be influenced by historical events.• Understanding the connection between historical events and its impact on culture and the evolution of language aids in comprehension.	<ul style="list-style-type: none">• Cultural/historical impact• Cultural/historical language



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Reading: Word recognition, Fluency & Vocabulary (WRFV)	Standards	Core Concepts	Key terms
LA.8.WRFV.3 Scaled score <ul style="list-style-type: none">• 2801-2830	Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	<ul style="list-style-type: none">• The meaning of surrounding text (Individual words, sentences, and paragraphs) can help identify the meaning of unknown words within a text.• Readers use these clues to support comprehension, can articulate how those clues have led to an understanding of the text, and can define the word using a variety of descriptions.	<ul style="list-style-type: none">• Context• Word meaning/definition



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READING: Comprehension (c)	Standards	Core Concepts	Key terms
LA.8.RC.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents.	<ul style="list-style-type: none">• Consumer materials have features and elements that are specific to and support the purpose of the material itself.• Comparing and contrasting how these documents are constructed helps to develop a schema for understanding consumer documents in general.	<ul style="list-style-type: none">• Compare and contrast• Consumer materials
LA.8.RC.2	Analyze text that uses proposition (statement of argument) and support patterns.	<ul style="list-style-type: none">• Understanding standard structures of various kinds of writing helps in the analysis of the piece.	<ul style="list-style-type: none">• Proposition• Structures of types of writing
LA.8.RC.3	Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	<ul style="list-style-type: none">• Based on the purpose of a piece of writing, different authors will choose to treat similar content in different manners.	<ul style="list-style-type: none">• Common ideas/themes in the hands of different authors
LA.8.RC.4	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.	<ul style="list-style-type: none">• Analyzing the accuracy and completeness of a summary is a strategic reading skill that both supports comprehension and the development of a schema for quality summarization.	<ul style="list-style-type: none">• Summaries• Summarization



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READING: Comprehension (c)	Standards	Core Concepts	Key terms
LA.8.RC.5	Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	<ul style="list-style-type: none">• Consumer and public documents can provide useful information that will help a reader understand an issue more completely and inform decision making. Readers must be able to identify and access the documents that will be most useful in their effort.	<ul style="list-style-type: none">• Consumer and public documents
LA.8.RC.6	Evaluate the logic, internal consistency, and structural patterns of text.	<ul style="list-style-type: none">• Evaluation involves making a judgement through careful appraisal and study. Text evaluation is a strategic reading skill that supports and demonstrates comprehension at a high level.	<ul style="list-style-type: none">• Evaluation
LA.8.RC.7	Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).	<ul style="list-style-type: none">• Informational texts and media often contain structural and organizational features that provide specific information and expand on narrative information, supporting overall comprehension. Strategic readers use these features to help guide their search and locate information.	<ul style="list-style-type: none">• Informational text structure and organization• Analysis



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READING: Comprehension (c)	Standards	Core Concepts	Key terms
LA.8.RC.8 Scaled score <ul style="list-style-type: none">• 2751-2800• 2801-2830	Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	<ul style="list-style-type: none">• Drawing conclusions about text and then supporting those conclusions is a strategic action undertaken by reflective readers.	<ul style="list-style-type: none">• Draw conclusions• Text support
LA.8.RC.9	Understand and explain the use of simple equipment by following directions in a technical manual.	<ul style="list-style-type: none">• Technical manuals are a kind of informational text which are written to direct a reader how to use or construct an item. Comprehension of a technical manual can be demonstrated both through the successful use or construction of the item or by explaining the use to another individual. Full comprehension of the directions in a technical manual requires that the reader is able to both follow the directions and then explain/paraphrase those directions and explain the use of the device.	<ul style="list-style-type: none">• Technical manuals



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READING: Literacy Response and Analysis (LRA)	Standards	Core Concepts	Key terms
LA.8.LRA.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).	<ul style="list-style-type: none">• The author's purpose for writing dictates the genre choice and then the form of the genre that is used.• Each form of a genre has a unique set of characteristics and a unique purpose. Identifying the relationship between the author's goals and the genre choice demonstrates comprehension.	<ul style="list-style-type: none">• Poetry• Ballads• Lyrics• Couplets• Epics• Elegies• Odes• Sonnets
LA.8.LRA.2 Scaled score <ul style="list-style-type: none">• 2751-2800	Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.	<ul style="list-style-type: none">• Evaluation involves making a judgment through careful appraisal and study.• Reflective readers consider the effectiveness of the author's overall construction of a story.	<ul style="list-style-type: none">• Structural elements• Plot/subplot• Climax• Conflicts and resolutions
LA.8.LRA.3	Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	<ul style="list-style-type: none">• Characters exist in a particular place and time (setting) and so respond to the plot events in a way consistent with the entire context of the story.• Characters from different stories may respond to similar situations in different ways depending on the context of the story.	<ul style="list-style-type: none">• Characterization

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READING: Literacy Response and Analysis (LRA)	Standards	Core Concepts	Key terms
LA.8.LRA.4	Analyze the importance of the setting to the mood, tone, and meaning of the text.	<ul style="list-style-type: none">• The setting of a story can play a significant role in the way the plot is developed and is ultimately resolved and how the mood, tone and meaning of the story is developed.• Thoughtful readers can consider how the setting impacts all aspects of the story.	<ul style="list-style-type: none">• Setting• Mood• Tone• Meaning
LA.8.LRA.5	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	<ul style="list-style-type: none">• A theme or message in a text is the idea or lesson around which the entire text revolves.• Themes/messages may be clearly articulated or revealed in less explicit ways. Readers use clues within from the text to identify the theme/message.• Some universal themes are used widely in literature and have similar characteristics across texts.	<ul style="list-style-type: none">• Theme
LA.8.LRA.6 Scaled score • 2751-2800	Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.	<ul style="list-style-type: none">• Literary devices are used by authors to be more effective, impactful, persuasive, to convey complex ideas, or to connect to the reader's senses.• Identifying how an author uses them can help readers understand the author's purpose and to define their writing style.	<ul style="list-style-type: none">• Literary devices• Metaphor• Symbolism• Dialect• Quotations• Irony• Writer's style

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READING: Literacy Response and Analysis (LRA)	Standards	Core Concepts	Key terms
LA.8.LRA.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	<ul style="list-style-type: none">A piece of literature can provide a window into the essence of the author. Analyzing the author's works can reveal that essence.	<ul style="list-style-type: none">
LA.8.LRA.8	Contrast points of view - such as first person, third person, third person limited and third person omniscient, and subjective and objective - in narrative text and explain how they affect the overall theme of the work.	<ul style="list-style-type: none">The point-of-view is the perspective from which a story is told. Authors choose a particular point-of-view based on how they determine the story should be told and how the theme should be revealed.	<ul style="list-style-type: none">Point-of-viewFirst personThird personThird person limitedOmniscientObjectiveSubjective
LA.8.LRA.9 Scaled score <ul style="list-style-type: none">2701-2750	Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	<ul style="list-style-type: none">The setting of a story can significantly impact all aspects of a story including the way the plot is developed and is ultimately resolved, the mood, the theme, and the tone.	<ul style="list-style-type: none">SettingMoodToneTheme



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WRITING: Writing Process (WP)	Standards	Core Concepts	Key terms
LA.8.WP.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	<ul style="list-style-type: none"> • Writers seek writing ideas from multiple sources including environmental, print, and digital sources and through discussions with others. • They often record ideas to save for later. • Planning what will be written is an important part of the writing process. • Writers use a variety of organizational tools when planning. 	
LA.8.WP.2	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.		<ul style="list-style-type: none"> • Composition/essay • Thesis • Conclusion
LA.8.WP.3	Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.		<ul style="list-style-type: none"> • Analogy • Paraphrase • Quotations • Expert opinion
LA.8.WP.4	Plan and conduct multiple-step information searches by using computer networks.		<ul style="list-style-type: none"> • Information search



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WRITING: Writing Process (WP)	Standards	Core Concepts	Key terms
LA.8.WP.5	Achieve an effective balance between researched information and original ideas.	<ul style="list-style-type: none">• Effective writers blend researched information and original thought to achieve their goal. The balance of researched information and original author thought depends on the author's purpose and the method of writing chosen to convey thought and information.	<ul style="list-style-type: none">• Research
LA.8.WP.6	Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	<ul style="list-style-type: none">• Technological resources are used by writers to enhance the overall quality, production, and publication of their written work including offering a vast opportunities for research and tools for planning and organization.	<ul style="list-style-type: none">• Word-processing• Databases• Spreadsheets



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WRITING: Writing Process (WP)	Standards	Core Concepts	Key terms
LA.8.WP.7	Review, evaluate, and revise writing for meaning and clarity.	<ul style="list-style-type: none">• Writers undertake the revision process to insure that their purpose for writing is met and in order to make writing stronger and clearer to readers.• Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.).• Writers make adjustments to their writing (making corrections, adding words/information, deleting words/information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers.• Editors often use an editing checklist or list of rules to insure a complete evaluations.	<ul style="list-style-type: none">• Revision• Proofread• Editing



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WRITING: Writing Process (WP)	Standards	Core Concepts	Key terms
LA.8.WP.8	Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		
LA.8.WP.9	Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.		
LA.8.WP.10	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	<ul style="list-style-type: none">• Each type of composition includes specific elements which define it and complete it. For instance, a narrative will have a plot, setting, characters, problem, and solution.• Writers appreciate the importance of each of these elements to the complete written piece and select an organizational structure (i.e. compare and contrast) that insures their goal is met.	<ul style="list-style-type: none">• Organizational structures



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WRITING: Writing Process (WP)	Standards	Core Concepts	Key terms
LA.8.WP.11	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.		<ul style="list-style-type: none">• Topic• Inquiry• Investigation• Research



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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key terms
LA.7.WA.1	Write biographies, autobiographies, and short stories that: • tell about an incident, event, or situation by using well-chosen details. • reveal the significance of, or the writer’s attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	<ul style="list-style-type: none">• Biographical narratives describe the life of a real person, past or present, using effective story telling technique, well-chosen details and language, a variety of narrative devices, and well-structured event sequence.• Narratives have a central focus with a beginning, middle and end.• Writers develop the narrative by identifying events in the person’s life in a logical order and within a clearly developed context but also through the use of carefully chosen descriptive words that describe actions, and other strategies appropriate to the story being told.	<ul style="list-style-type: none">• Narrative• Biography• Autobiography• Plot• Point-of-view• Characters• Narrative strategies



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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key terms
LA.7.WA.2	Write responses to literature that: • demonstrate careful reading and insight into interpretations. • connect response to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or to personal knowledge.	<ul style="list-style-type: none">• In order to respond to literature, the student must read closely to determine what the text says explicitly.• Then they must that clearly state their thoughts and opinions and supply the reasoning for their thinking.• In doing so, students need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.• Students build their response by linking their ideas together.	<ul style="list-style-type: none">• Reader response• Close reading• Interpretation• Text support



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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key terms
LA.7.WA.3	Write research reports that: • define a thesis (a statement of position on the topic). • include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate. • use a variety of primary and secondary sources and distinguish the nature and value of each. • organize and display information on charts, tables, maps, and graphs. • document sources with reference notes and a bibliography.	<ul style="list-style-type: none">• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field.• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field. Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know.• A completed research project should present the researchers own thinking backed up by others' ideas and information.	<ul style="list-style-type: none">• Research• Primary source• Secondary source• Topic• Summarization• Research question• Bibliography

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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key terms
LA.7.WA.4	Write persuasive compositions that: • include a well-defined thesis that makes a clear and knowledgeable appeal. • present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	<ul style="list-style-type: none">• The purpose of a persuasive text or argument is to convince the reader to take a specific point of view on an issue (often the writer's), to take some action, or to critique.	<ul style="list-style-type: none">• Persuasion• Thesis• Evidence• Arguments• Counter arguments



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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key terms
LA.7.WA.5	Write technical documents that: • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.	<ul style="list-style-type: none">• Technical documents are a kind of informational text which are written to direct a reader how to use or construct an item or to more fully understand rules and regulations.• An effectively constructed technical document enables the reader to follow the directions and then explain/paraphrase those directions and explain the use of the device or to explain the rules/regulations in a way that allows others to understand and follow.	<ul style="list-style-type: none">• Technical document
LA.7.WA.6	Write using precise word choices to make writing interesting and exact.		
LA.7.WA.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	<ul style="list-style-type: none">• Writers have a particular purpose when writing and an intended audience.• The development and organization of the piece, and style of writing chosen are determined based on the task, purpose and audience.	<ul style="list-style-type: none">• Writer's purpose• Audience

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WRITING: English Language Conventions (ELC)	Standards	Core Concepts	Key terms
LA.8.ELC.1	Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.		<ul style="list-style-type: none">• Simple sentence• Compound sentence• Complex sentences• Compound-complex sentences
LA.8.ELC.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.		<ul style="list-style-type: none">• Parallelism



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WRITING: English Language Conventions (ELC)	Standards	Core Concepts	Key terms
LA.8.ELC.3	Use subordination, coordination, noun phrases that function as adjectives (These gestures — acts of friendship — were noticed but not appreciated.) and other devices to indicate clearly the relationship between ideas.		<ul style="list-style-type: none">• Subordination• Coordination• Noun phrases as adjectives
LA.8.ELC.4	Edit written manuscripts to ensure that correct grammar is used.		<ul style="list-style-type: none">• Editing• Rules of grammar
LA.8.ELC.5	Use correct punctuation.		<ul style="list-style-type: none">• Punctuation
LA.8.ELC.6	Use correct capitalization.		<ul style="list-style-type: none">• Capitalization
LA.8.ELC.7	Use correct spelling conventions.		<ul style="list-style-type: none">• Spelling conventions



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.1	Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<ul style="list-style-type: none">• Attentive, active listeners integrate and evaluate information being conveyed in various oral formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand.• They are able to ask appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence, make inferences, provide feedback to the speaker, and draw conclusions concerning the speaker's attitude.• They are also aware that speakers convey messages non-verbally as well as verbally and work to understand all the information the speaker is communicating including the speaker's purpose (to inform or to persuade) and speaker biases.	<ul style="list-style-type: none">• Paraphrasing• Purpose• Point-of-view



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.2	Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.	<ul style="list-style-type: none">• Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, and providing explanations expressing their ideas clearly and persuasively.• Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples, anecdotes, and supporting details/facts, organization that supports flow and emphasizes the main idea and line of reasoning, selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations.• Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency) and to the specific audience. They also learn to read the audience and make adjustments based on both verbal and non-verbal feedback.	

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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.3	Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">Speech organization
LA.8.LS.4	Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (I recommend that you write drafts.) rather than the passive voice (The writing of drafts is recommended.) in ways that enliven oral presentations.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">Active voicePassive voicePrecise language
LA.8.LS.5	Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">Enunciation



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.6	Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">Audience feedback
LA.8.LS.7	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">AnalysisOral interpretations of literature
LA.8.LS.8	Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.	<ul style="list-style-type: none">LA.8.LS.1	<ul style="list-style-type: none">CredibilityHidden agendasBias



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.9	Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.	<ul style="list-style-type: none">• Visual images can be powerful communication tools.	<ul style="list-style-type: none">• Visual images as communication
LA.8.LS.10	Deliver narrative (story) presentations, such as biographical or autobiographical information that: • relate a clear incident, event, or situation by using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.	<ul style="list-style-type: none">• LA.8LS.2-6	<ul style="list-style-type: none">• Narrative



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.11	Deliver oral responses to literature that: • interpret a reading and provide insight. • connect personal responses to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge.	<ul style="list-style-type: none">• LA.8LS.2-6	<ul style="list-style-type: none">• Response to literature



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.12	Deliver research presentations that: • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs.	<ul style="list-style-type: none">• LA.8LS.2-6	<ul style="list-style-type: none">• Research



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.13	Deliver persuasive presentations that: • include a well-defined thesis (position on the topic). • differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements. • maintain a reasonable tone.	<ul style="list-style-type: none">• LA.8LS.2-6	<ul style="list-style-type: none">• Persuasion
LA.8.LS.14	Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.	<ul style="list-style-type: none">• LA.8LS.2-6	<ul style="list-style-type: none">• Recitation



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Listening and Speaking (LS)	Standards	Core Concepts	Key terms
LA.8.LS.15	Deliver descriptive presentations that: (a) establish a clear point of view on the subject of the presentation. (b) establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). (c) contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.	<ul style="list-style-type: none">LA.8LS.2-6	