

Utah CORE Language Art Curriculum Standards Map

Grade Level 8

| Speaking and Listening | | September | October | November | December | January | February | March | April | May | June | Activities | Formative Assessment | Summative Assessment |
|--|--|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|---|--|--|
| Anchor Standards | Standard | Timeline | | | | | | | | | | | | |
| 1. Engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on other’s ideas and expressing their own clearly. | a. SWBAT communicate and respond to ideas about a variety of topics during discussions. | X | X | X | X | X | X | X | X | X | | Think-Pair-Share activities related to novels and non-fiction texts Literature circle meetings | Student ability to be a productive member of a discussion group Literature circle preparedness Group discussion and collaboration on appropriate grade-level norms for discussion and group work | SAGE Test Literature Circle contributions |
| | b. SWBAT ask questions to link others' ideas and answer questions with relevant information. | | | X | X | | X | | | | | | | |
| a. Come to discussions prepared, having read or researched material under study; explicitly drawn on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | c. SWBAT consider others' viewpoints, but continue to support their view with evidence. | X | X | X | X | X | X | | X | X | | | | |
| | d. SWBAT communicate and respond to ideas about a variety of topics during discussions. | X | X | X | X | X | X | X | X | X | | | | |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | e. SWBAT bring materials that I have read and researched to discussions. | | | X | X | X | X | | X | X | | | | |
| c. Pose questions that connect the ideas of sever speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. | f. SWBAT follow group rules to make decisions and meet specific goals during a discussion. | | | X | X | X | X | X | X | X | | | | |

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| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | | | | | | | | | | | | | | |
| 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | <p>SWBAT determine a purpose behind information presented visually, orally, or in numbers.</p> <p>SWBAT evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons.</p> | | | | | X | X | | | | | <p>Analysis of Propaganda posters</p> <p>Analysis of "Dunkirk Evacuation" clip.</p> | Watch video or listen to media broadcast and orally summarize argument. | SAGE Test |
| 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | <p>SWBAT outline specific claims and link them to a speaker's argument.</p> <p>SWBAT evaluate whether or not the speaker's reasons support the claims in the argument.</p> <p>SWBAT determine whether or not there is enough relevant evidence to support the argument.</p> <p>SWBAT recognize evidence that does not relate to the argument.</p> | | | | | X | X | X | | | | Evaluation of argument presented in various TED talks | Listening response quizzes | SAGE Test |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details: use appropriate eye contact, adequate volume, and clear presentation. | <p>SWBAT give a presentation that makes claims and uses relevant evidence, reasons, and details.</p> <p>SWBAT give a presentation using eye contact and a clear, loud voice</p> | X | X | X | | X | X | X | X | X | X | <p>Oral presentations on controversial issues</p> <p>Classroom debates</p> | Debate participation | Essay Outline presentations |

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| 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. | SWBAT use visuals and multimedia to add interest to presentations and make them more clear and understandable | | X | | | | | | | X | | Evaluate effectiveness of multi-media use in TED talk | Vocabulary illustrations | Oral presentation |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) | SWBAT modify their speaking style to accommodate various purposes such as formal speeches, poetry, skits, etc... | X | X | X | X | X | X | X | X | X | X | Poetry readings Vocabulary skits Oral presentations | Partner review feedback on oral report | Oral Presentation |
| | | | | | | | | | | | | | | |