

Course: Pre-AP Language Arts - Grade 8			Designated Six Weeks: ALL		
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks

Ongoing TEKS Reinforced Each Six Weeks

**Figure: 19 TAC §110.17(b)**

**Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:**

<p>** (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p><u>College Readiness Standard</u> (CRS): (Reading A.3) Identify explicit and implicit textual information including main ideas and author's purpose. (3.b) Identify author's purpose in a variety of texts, such as magazine articles.</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(CRS): (Reading A.1) Use effective reading strategies to determine a written work's purpose and intended audience. (1.c) Reread to deepen</p>	<p>How can students effectively use reading skills to comprehend text and become independent readers?</p> <p>-Student created questions -Text dependent reading -Author's purpose -Compare and contrast works across texts and various media types</p>	<p>*(A) What is the purpose for reading this selection? *Was your purpose for reading this article accomplished in the actual reading of the article?</p>	<p>Archetypes Paraphrase Summary Synthesize</p>	<p>-Graphic organizers -Jr. Great Books selections -Kilgo's levels of questions -Laying the Foundation questions -Literature circles -Socratic Seminar</p>	<p>-AVID reading strategies <a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a>. -Interactive skill builders: <a href="http://www.internet4classrooms.com/skills-8th-langbuilders.htm">http://www.internet4classrooms.com/skills-8th-langbuilders.htm</a>. -My.hrw.com -Reading graphic organizers: -Vocabulary Workshop levels C-F</p>
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<p>understanding of a text’s literal and figurative meaning.</p> <p>**<b>(C)</b> reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p><b>(CRS):</b> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning. (1.e) When appropriate, make connections between a text and current and historical events. (Reading A.6) Analyze imagery in literary texts. (6.a) Analyze how imagery reveals theme, sets tone, and creates meaning in literary texts.</p>		<p>*(<b>C</b>) What information did I not understand in this informative article?</p> <p>*Am I adding information to increase my understanding and therefore not reading text dependently?</p> <p>*What part of this story should I reread to gain a deeper understanding?</p> <p>*What images are created in my mind when I read paragraph __?</p> <p>*Am I drawing conclusions from the information in this article based on my personal experiences or based on clues and evidence in the text?</p> <p>*Am I reading creatively by adding information to the text based on my prior knowledge and experiences?</p> <p>*Am I reading text dependently and interpreting the text with only the information provided?</p>			

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<p>**<u>(D)</u> make complex inferences about text and use textual evidence to support understanding; (<b>Readiness-Fiction</b>, expository/<b>Supporting-Literary</b> nonfiction, poetry, drama, persuasive)</p> <p><u>(CRS)</u>: (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (Reading A.5) Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. (5.b) Draw conclusions based on the sufficiency and strength of evidence used in research papers.</p> <p>**<u>(E)</u> summarize, paraphrase, and synthesize texts in ways that maintain</p>		<p>*<u>(D)</u> What is a conclusion the reader can draw about?            *Which sentence in this informative article (textual evidence) provides the proof for the inference __?            *What information in this story tells you that __?            *An important inference that the reader can make about __ is __.            *What text evidence clearly proves that __ was planning to __?</p> <p>*<u>(E)</u> What is this article mostly about?            *What are the four most</p>			

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<p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare how authors use style to evoke specific cultures, social classes, geographical locations, and time periods. (Reading A.8) Compare and analyze how generic features are used across texts. (8.b) Analyze the use of persona in texts with diverse voices.</p>		<p>*What is a theme found in both selections?            *How are the themes in these two selections alike/different?            *How are the authors’ purposes similar in these two selections?            *Provide text evidence to show how the author’s purpose in selection 1 is different from the author’s purpose in selection 2?            *What do the implied purposes of the authors of these two selections have in common?            *How are the authors’ purposes alike/different in these two selections?</p>			

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(Reading C.4) Analyze and compare the use of language in literary works from a variety of world cultures. (4.b) Compare contemporary poems by writers from different nations and note similarities and differences in form, style, and theme					
<b>(8.1) Reading/Fluency. Students read grade-level text with fluency and comprehension.</b>					
Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Do students comprehend information from text read aloud?  What determines when students adjust their reading rate?  -Author's purpose			-Choral reading -Group reading -Partner reading  ELPS 4E, 4H	-Holt Literature: pg.411 pg.839 pg.925 pg.1015
<b>(8.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>					
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <b>(Readiness)</b>  <b>(CRS):</b> (Reading B.2) Apply knowledge of roots and affixes to infer	How can students use word identification strategies to enhance their vocabulary skills and decoding skills?  -Use vocabulary words in writing -Study vocabulary in context	*(A) In paragraph __ of this story, what does the word __ mean? *What is the root word for the word in paragraph __ that means __?	Affixes Analogies Context Clues Greek Latin Other Linguistic Roots	-Vocabulary Workshop -Word walls  ELPS 4A, 4C, 1F, 4F, 1H, 1B	-12 Powerful Words -Activities: <a href="http://www.vocabulary.com/">http://www.vocabulary.com/</a> . -Development Series -Dictionary -Glossaries -Thesaurus -Vocabulary <i>Unplugged</i>

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<p>meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.</p> <p>**<b>(B)</b> use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; <b>(Readiness)</b></p> <p><b>(CRS):</b> (Reading B.1) Identify new words and concepts acquired through study of their relationships to other words. (1.a) Describe meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text).</p> <p><b>(C)</b> complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p>		<p>*(<b>B</b>) In paragraph __, what does the word __ mean? *What (or which) words in paragraph __ help the reader understand what __ means?</p> <p>*(<b>C</b>) In this story, the word __ is in paragraph __; this word is to __ as __ is to __. * __ is to __ as __ is to __.</p>			<p>-Word stems -<a href="http://www.freerice.com">www.freerice.com</a></p>

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<p>(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);</p> <p><u>(CRS):</u> (Reading B.2) Apply knowledge of roots and affixes to infer the meanings of new words. (2.a) Identify word meanings based on their Greek and Latin roots.</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p><b>(Readiness)</b></p> <p><u>(CRS):</u> (Reading B.3) Use reference guides to confirm meanings of new words or concepts. (3.a) Consult dictionaries, glossaries, thesauruses, or other guides to confirm word or phrase meanings.</p>		<p>*(D) What does the expression __ as used in paragraph __ mean? *The phrase __ used in paragraph __ means -</p> <p>*(E) Read the dictionary entry for the word __. Which definition represents the meaning of the word __ as used in paragraph __? (Dictionary with four definitions is shown and students must use context clues to determine the meaning of the word as it is used in the passage.)</p>			

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<b>(8.3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>					
<p>**<b>(A)</b> analyze literary works that share similar themes across cultures; <b>(Supporting)</b></p> <p><b>(CRS):</b> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. (2.d) Analyze universal or recurrent themes across a variety of works and genres.</p> <p><b>(B)</b> compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and <b>(Supporting)</b></p>	<p>How can the student use annotation skills to evaluate, draw conclusions, analyze, and compare and contrast a piece of literature? What is the significance of defining and using inference in discussion of a piece of literature?</p> <p>- Mythologies -Theme -Characterization</p>	<p>*(A) The reader can tell that these two stories about different cultures share the theme of __. *These two literary texts, while about different cultures, share the theme of __. *While the cultures are different I these two stories, the common theme is __.</p> <p>*(B) What is a major idea found in both myths? *In comparing __ and __, what was the difference in the moral lessons in the two selections? *How is the role of __ in the myth __ similar to the role of __ in the myth __?</p>	<p>Analyze Compare and Contrast Drawing conclusion Inference</p>	<p>-Short Answer Analysis ELPS 4K, 1C, 4K, 4J</p>	<p>-Activities: <a href="http://www.42explore2.com/myth.htm">http://www.42explore2.com/myth.htm</a>. -Activities: <a href="http://www.bcps.org/offices/lis/models/tips/analyzing.htm">http://www.bcps.org/offices/lis/models/tips/analyzing.htm</a>. -Kamico Development Series</p>

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<p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare how authors use style to evoke specific cultures, social classes, geographical locations, and time periods. (Reading A.11) Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. (11.a) Analyze similarities and differences in how authors develop similar themes across texts.</p>					

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<p>** (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. <b>(Supporting)</b></p> <p><u>(CRS):</u> (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. (2.b) Analyze historical and social influences on literary works from various countries.</p>		<p>*(C) How does the historical setting of this story help the reader understand ___'s (a specific character) strong beliefs? *According to the descriptions of the time in which the story took place, the reader can better understand why __ feels the way he-she does because – *When __ made the decision to __, it was because of __.</p>			
<p><b>(8.6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b></p>					
<p>** (A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;</p> <p>** (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the</p>	<p>Can students determine how literary elements change the mood of a piece of literature?</p> <p>What can students conclude about an author's use of diction?</p> <p>-Text dependent reading <u>Theme</u> Message and Moral</p>	<p>*Paragraph ___ is important because it helps the reader understand --- (how conflict was resolved.) *Through following the development of the plot, the reader can understand --- *How does the author provide the reader with a better understanding of the conflict? *Why is paragraph ___ important? *How is the theme of this story influenced by the actions of ___?</p>	<p><u>Plot</u> Conflict Exposition Rising Action Climax Falling Action Resolution <u>Setting</u> <u>Character</u> Types Traits Motivation Changes</p>	<p>Literature circles  ELPS 4J, 4K</p>	<p>Holt Literature: p. 170 Short stories</p> <p>Kamico Development Series – Reading</p> <p>Realistic fiction Novels Short Stories Varieties of fiction Historical fiction Mystery</p>

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<p>central conflict; and (CRS): (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (4.a) Analyze moral dilemmas in works of literature as revealed by the behaviors and underlying motivations of characters.</p> <p>** (C) analyze different forms of points of view, including limited versus omniscient, subjective versus objective.</p> <p>(CRS): (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers. (7.a) Analyze a passage for word choice and voice. (7.c) Explain how authors use dialect to convey character.</p>	<p>Theme vs. Topic Multiple themes Universal theme Effect of setting and time on theme <u>Author's Style</u> Tone Mood <u>Character Elements</u> Appearance Personality Background Relationships <u>Character Traits</u> Dynamic Static Round Flat Protagonist Antagonist <u>Suspense</u> <u>Non-linear plot</u> Flashbacks Foreshadowing <u>Dialogue</u> <u>Setting</u> Time, Place, Historical setting <u>Point of View</u> Narrator Unreliable Narrator <u>Irony</u> Verbal irony</p>	<p>*How does ___'s determination cause the conflict to change? *The intervention of ___ causes the conflict to be resolved because --- *What quality does ___ have that influenced the theme of this story? *How are the points of view of ___ and ___ different? *How does the author's point of view in this story support the author's purpose? *___ is portrayed in this story as omniscient through a point of view that is ___. *Why is ___'s point of view in this story not based on reality? *How does ___'s point of view affect his conclusions about ___? *Who has the objective point of view in this story? *Who is being subjective in their point of view in this story? *How can the reader tell that the point of view of ___ is not based on reality?</p>	<p><u>Point of View</u> 1<sup>st</sup>/3<sup>rd</sup> Person Perspective determined through diction, imagery, and detail</p>		

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<b>(8.8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b>					
<p>**Students are expected to explain the effect of similes and extended metaphors in literary text. <b>(Supporting)</b></p> <p><u>(CRS):</u> (Reading A.10) Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood. (10.a) Identify words that convey mood and voice to inform readers of aspects of a setting or time period. (10.b) Explain how the author's use of literary elements creates meaning.</p>	<p>How can students determine the author's use of imagery in a piece of literature?</p>	<p>*When the author used the words “_,” what was the intended impact on the reader? *How did the author's descriptions of the setting enhance the reader's understanding of the story? *Which literary device used by the author helps the reader to understand the main character at a deeper level? *When the author used the phrase, “_” in this story, what did he/she mean?</p>	<p>Figurative Language Imagery Metaphor Sensory language Simile</p>	<p>ELPS 4J</p>	<p>-Activities: <a href="http://www.atozteacherstuff.com/Lesson_Plans/Language_Arts/Grades_6-8/index.shtml">http://www.atozteacherstuff.com/Lesson_Plans/Language_Arts/Grades_6-8/index.shtml</a>. -Lesson ideas: <a href="http://exchange.smarttech.com/search.html?q=metaphor">http://exchange.smarttech.com/search.html?q=metaphor</a>.</p>
<b>(8.9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b>					
<p>**Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes. <b>(Supporting)</b></p> <p><u>(CRS):</u> (Reading A.3) Identify explicit and implicit textual</p>	<p>How can students use annotation skills to help evaluate author's purpose in a piece of literature?</p> <p>-Formal essays -Chronological sequence -Definition -Cause &amp; effect</p>	<p>*How did the authors of these two selections achieve different purposes? *How did the authors of these two selections achieve the same purpose? *What do the authors' purposes in these two selections have in common? *How are the authors' purposes in these two selections</p>	<p>Author's purpose-stated and implied Captions Charts and graphs Diagrams Glossary Information boxes Italicized text Maps Maps, Schedules, etc. Preface or forward</p>	<p>-Short Answer Analysis  ELPS 4J, 4K</p>	<p>-Dictionary/Online Dictionary -Encyclopedia (Online) -Lesson ideas: <a href="http://www.proteachere.org/c/765_Authors_Purpose.html">http://www.proteachere.org/c/765_Authors_Purpose.html</a>.</p>

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information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles. (Reading A.11) Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. (11.a) Analyze similarities and differences in how authors develop similar themes across texts. (11.c) Analyze how authors present opposing viewpoints on the same issue.	relationship -Sequence of events, details -Generalization or principal -Classification schemes -Proposition and support -Similarities and differences -Problem/Solution -Main Idea/Detail -Tone -Fact/Opinion (summarize without opinion) -Controlling Idea -Author’s background affects purpose -Author’s viewpoint -Connection between two texts	alike/different?			
<b>(8.14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>					
** (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and	How do students refine a fully processed composition to final draft status?  -Writing check points -Teacher/student conferences -Mini lessons for each stage of writing		<u>The Process of Composition</u> -Prewriting Consideration of audience Determination of purpose Generation of ideas Organization of ideas -Drafting	ELPS 1A, 3G, 5B, 1C, 5F, 5D, 4F	-Short Answer Analysis  - <u>Lessons that Change Writers</u> by Nancy Atwell -AVID – ELA Write Path Teacher Guide -Holt -Rubrics:

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<p>developing a thesis or controlling idea; (CRS): (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.a) Prepare a topic proposal that specifies and justifies the topic, audience, and purpose. (1.b) Identify the types of writing (e.g., informational, analytical, polemical) and forms of writing (e.g., letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience. (1.c) Recognize rhetorical techniques appropriate to the purposes, audience, and form of a particular composition.</p> <p>** (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused,</p>			<p>Extended time Timed -Revision of multiple drafts Content Organization Precise diction -Editing Mechanics Sentence structure Usage -Structural elements Introduction Thesis Body Topic sentence Use of commentary Use of evidence Conclusion -Style/Voice Imitation of stylistic models</p>		<p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a>. <a href="http://www.rubrician.com/writing.htm">http://www.rubrician.com/writing.htm</a>. -Student samples: <a href="http://www.thewritesource.com/studentmodels/#ws_2000">http://www.thewritesource.com/studentmodels/#ws_2000</a>.</p>

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<p>organized, and coherent piece of writing; (CRS): (Writing A.2) Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. (2.a) Utilize effective prewriting strategies: outline and prioritize ideas, anticipate questions that might be raised by readers, and identify appropriate primary and secondary source material. (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis. (3.a) Craft a thesis statement that articulates a position and logically organize relevant evidence and examples that support the thesis statement. (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more</p>					

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<p>logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.c) Produce drafts that use precise and engaging vocabulary appropriate to audience, purpose, and task, using sentences that are well-crafted and varied in structure. (4.d) Strengthen thesis statements, supported by relevant evidence and examples, cogent reasoning, anecdotes, and illustrations.</p> <p>** (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well</p>					

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<p>questions of purpose, audience, and genre have been addressed;</p> <p><u>(CRS)</u>: (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis.</p> <p>(Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.e) Revise drafts of functional texts (e.g., application, resume, operations manual) so that they demonstrate clear language and effective organization and formatting. (4.f) Produce</p>					

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<p>texts that present technical information accurately in accessible language and utilize appropriate formatting structures (e.g., headings, graphics, white space).</p> <p>**<u>(D)</u> edit drafts for grammar, mechanics, and spelling;</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation. (5.b) Edit for subject-verb agreement. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence by increasing logical connections within and between sentences. (5.e) Edit for correct sentence structure (e.g., subordination, coordination). (5.f) Consult reference guides for citation conventions,</p>					

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<p>grammar, mechanics, and punctuation. (5.g) Use a variety of proofreading techniques to compensate for the limitations of automated aids such as electronic spell and grammar checks.</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><u>(CRS)</u>: (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.g) submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.</p>					
<b>(8.21) Oral and Written Conventions/Spelling. Students spell correctly.</b>					
**Students are expected to spell correctly, including using various resources to	How can using resources assist in correct spelling?		Dictionary Glossary Thesaurus	ELPS 1B, 5A, 5C,	-Frequently misspelled word list <a href="http://www.dictionary.com">www.dictionary.com</a>

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determine and check correct spellings. <u>(CRS)</u> : (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.					
<b>(8.26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>					
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims  <u>(CRS)</u> : (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words	What is the speaker's purpose?  -Group listening activities		Appreciation Audiences Critical listening Culture Purposes	-Teacher modeling  ELPS 2D, 2I, 3F, 2E, 2G, 2H, 1G, 2A, 2B	-Holt -Library Media sources -Rubric: <a href="http://www.teach-nology.com/web_tools/rubrics/languagearts/">http://www.teach-nology.com/web_tools/rubrics/languagearts/</a> .

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that indicate a new point is about to be made, select and organize key information). (3.a) Develop and ask questions related to the content for clarification and elaboration.					
<b>(8.28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b>					
Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.  <u>(CRS)</u> : (Speaking B.2) Participate actively and effectively in group discussions. (2.a) Cooperate with peers to organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate the work of the group based on agreed-upon criteria. (2.b) Use discussion techniques to arrive at a consensus, complete a task	How can working in teams promote greater productivity among students?  Set clear guidelines for working in teams		Agendas Goals Deadlines Note taking	ELPS 1B, 1G, 2I, 3E	-Rubric: <a href="http://www.teach-nology.com/web_tools/rubrics/teamwork/">http://www.teach-nology.com/web_tools/rubrics/teamwork/</a> .

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