

Idaho Extended Content Standards Draft
 Extended Content Indicators
 Grade 8
 Language Arts

Standard 1: Reading Process - Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

Extended Standard 1: Students use word structure to decode and identify the meaning of expository and literary text. Students construct meaning by using relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read with fluency, for different purposes and audiences.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	8.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	8.L.A.1.2	Acquire Concepts About Text	8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information		8.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or electronic sources to access information.
			8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.		8.LA.1.2.2 A Use parts of a book and/or text features to understand a selection.
					8.LA.1.2.3A Use graphic features in text to communicate information.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	8.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	8.LA.1.4	Acquire Decoding Skills Using Word Parts	8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. (743.01.a)		8.LA.1.4.1A Use word parts (letters, syllables) to read multi-syllable words, i.e. prefix, word family, root word, suffix
			8.LA.1.4.2 Read abbreviations appropriate to grade level.		8.LA.1.4.2 A Read simple abbreviations appropriate to grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	8.L.A.1.5	Acquire Decoding Skills Using Syllabication	8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. (743.01.a)		8.LA.1.5.1A Identify that syllables put together with certain rules make words.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.1.6	Acquire Decoding Skills Using Context	8.LA.1.6.1 Use context clues to aid in decoding new words.		8.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	8.L.A.1.7	Acquire Fluency	8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).		8.LA.1.7.1 A Read simplified, grade 8 appropriate text.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.1.8	Vocabulary and Concept Development	8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.		8.LA.1.8.1 A Identify the meaning of words with roots and affixes, such as the meaning of un- and -ful with a root word.
			8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.		8.LA.1.8.2 A Identify word and concept differences involving antonyms, synonyms, and words with multiple meanings.
			8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.		8.LA.1.8.3 A Identify and/or use words and concepts related to each Grade 8 content area.
			8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.		8.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, such as dictionary or thesaurus.

Standard 2: Comprehension/Interpretation - Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.

Extended Standard 2: Students identify and connect the essential ideas and perspectives of text. Students use knowledge of structure, organization, and purpose to understand expository and narrative grade appropriate text. Students expand comprehension by recalling and interpreting information and ideas through a variety of texts and genres. Students gain understanding as they identify an author's use of language, style, purpose, and perspective in text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. (743.04.c)		8.LA.2.1.1 A Interpret facts or events from different kinds of text to demonstrate understanding.
			8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.		8.LA.2.1.2 A Identify a cause and effect relationship in text.
			8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.		8.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.

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Extended Standard 2 : Students identify and connect the essential ideas and perspectives of text. Students use knowledge of structure, organization, and purpose to understand expository and narrative grade appropriate text. Students expand comprehension by recalling and interpreting information and ideas through a variety of texts and genres. Students gain understanding as they identify an author's use of language, style, purpose, and perspective in text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.2.2	Acquire Skills to Comprehend Expository Text	8.LA.2.2.1 Evaluate expository text structure to extend comprehension.		8.LA.2.2.1 A Identify various structures of expository text.
			8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.		8.LA.2.2.2 A Respond to yes/no question based on: how, why or what-if in expository text.
			8.LA.2.2.3 Apply central ideas (literal of inferential) and critical details to summarize information from expository text.		8.LA.2.2.3 A Identify main idea and details from expository text to retell.
			8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.		8.LA.2.2.4 A Identify the main purpose of a procedure specified in informational text.

Standard 2: Comprehension/Interpretation - Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.

Extended Standard 2: Students identify and connect the essential ideas and perspectives of text. Students use knowledge of structure, organization, and purpose to understand expository and narrative grade appropriate text. Students expand comprehension by recalling and interpreting information and ideas through a variety of texts and genres. Students gain understanding as they identify an author's use of language, style, purpose, and perspective in text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.2.3	Acquire Skills for Comprehending Literary Text	8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. (743.02.a)		8.LA.2.3.1A Demonstrate comprehension of literary text from a variety of genre.
			8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)		8.LA.2.3.2 A Identifies characters and their traits and/or actions.
			8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. (743.03.b)		8.LA.2.3.3A Identify a setting of a story and its influence on the meaning of a story.
			8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b)		8.LA.2.3.4 A Identify the main problem and how it is resolved in a story.
			8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story. (743.03.a)		8LA.2.3.5A Identifies the speaker of a story.
			8.LA.2.3.6 Analyze the themes across various genres.		8.LA.2.3.6 A Identify the theme of a story.

Standard 3: Writing Process - Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to meet the needs of a particular purpose and audiences. Students use standard formats to guide their creation of technical texts.

Extended Standard 3: Students generate and organize writing ideas. Students write and revise drafts of a piece of writing before publishing a final draft. Students identify and use a variety of writing techniques to meet the needs of a particular purpose and audience. Students use standard templates to guide their creation of texts.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.3.1	Acquire Prewriting Skills	8.LA.3.1.1 Generate ideas using a variety of strategies. (744.01.a; 744.01.b)		8.LA.3.1.1 A Generate ideas using a variety of prewriting strategies.
			8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.		8.LA.3.1.2 A Generate a main idea appropriate to the type of writing.
			8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b)		8.LA.3.1.3 A Use strategies for planning and organizing writing.
			8.LA.3.1.4 Match appropriate writing format to purpose and audience. (744.01.c)		8.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.
			8.LA.3.1.5 Produce a written product within a set time period.		8.LA.3.1.5 A Follow set time periods for producing a piece of writing.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.LA.3.2	Acquire Skills for Writing a Draft	8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. (744.01.a; 744.01.b; 744.02.c)		8.LA.3.2. 1A Use ideas generated in prewriting to write a draft.
			8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.		8.LA.3.2.2 A Produces a draft using a template to sequence ideas in logical order.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.3.3	Acquire Skills for Revising a Draft	8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (744.01; 744.02)	Students revise drafts of a piece of writing before publishing a final draft. Students identify and use a variety of writing techniques to clarify meaning and improve fluency of their texts.	8.LA.3.3.1 A Revise writing for clarity and effective sequencing.
			8.LA.3.3.2 Add details and delete irrelevant or redundant information.		8.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.
			8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c)		8.LA.3.3.3 A Use a transition word to improve organization.
			8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c)		8.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.
			8.LA.3.3.5 Apply literary models to refine writing style.		8.LA.3.3.5 A Use a literary model in a piece of writing.
			8.LA.3.3.6 Conference with others to improve writing. (744.01)		8.LA.3.3.6A Conference with others to guide the revision process.

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Extended Standard 3: Students generate and organize writing ideas. Students write and revise drafts of a piece of writing before publishing a final draft. Students identify and use a variety of writing techniques to meet the needs of a particular purpose and audience. Students use standard templates to guide their creation of texts.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.3.4	Acquire Skills for Editing a Draft	8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.		8.LA.3.4.1 A Edit for errors using common edit marks.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.3.5	Acquire Skills to Publish Writing	8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.		8.LA.3.5.1 A Publish a piece of writing for a purpose and audience.
			8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.		8.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.
			8.LA.3.5.3 Use appropriate technology to create a final draft.		8.LA.3.5.3 A Use appropriate technology to create a final draft.
			8.LA.3.5.4 Share writing with intended audience. (744.04.c)		8.LA.3.5.4 A Share writing with intended audience

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Extended Standard 4: Students write using a variety of templates to generate and record ideas. Students write expressive pieces. Students create simple technical and graphic text. Student responses to a text will identify the related text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. (744.04.c)		8.LA.4.1.1 A Write, illustrate and/or share narratives based on specific personal events.
			8.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (744.04.c)		8.LA.4.1.2 A Creates simple works that include descriptive words or figurative language.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Extended Standard 4: Students write using a variety of templates to generate and record ideas. Students write expressive pieces. Students create simple technical and graphic text. Student responses to a text will identify the related text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (744.07.b)		8.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.
			8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b)		8.LA.4.2.2 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Extended Standard 4: Students write using a variety of templates to generate and record ideas. Students write expressive pieces. Students create simple technical and graphic text. Student responses to a text will identify the related text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.4.3	Acquire Persuasive Writing Skills	8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals. (744.05.b; 744.05.c)		8.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Extended Standard 4: Students write using a variety of templates to generate and record ideas. Students write expressive pieces. Students create simple technical and graphic text. Student responses to a text will identify the related text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.4.4	Acquire Skills for Literary Response	8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style. (744.04.b)		8.LA.4.4.1 A Identify an author's writing style.
			8.LA.4.4.2 Write responses to literature that analyze an author's style.		8.LA.4.4.2 A Participate in writing or drawing a response to an author's style.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students are able to identify run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas within a piece of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.5.1	Acquire Handwriting Skills	8.LA.5.1.1 Write fluently and legibly in print or cursive.		8.LA.5.1.1 A Write fluently and legibly.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.5.2	Acquire Spelling Skills	8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. (744.02.a)		8.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content area words.
			8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. (744.02.a)		8.LA.5.2.2 A Spell simple, phonetically regular multisyllabic words with common spelling patterns.
			8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a)		8.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students are able to identify run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas within a piece of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.5.3	Acquire Skills for Sentence Structure	8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)		8.LA.5.3.1 A Use pictures, words, or symbols to express different structures of sentences (simple and compound sentences).
			8.LA.5.3.2 Use correctly: (744.02.a) <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs 		8.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.5.4	Acquire Skills for Using Conventions	8.LA.5.4.1 Apply capitalization correctly in writing. (744.02.a)		8.LA.5.4.1 A Demonstrate use of capitalization skills.
			8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon.		8.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas)

Standard 6: Communication - Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

Extended Standard 6: Students acquire skills in listening that allow them to access information about various subjects. Students identify content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students deliver oral presentations including retells of articles and persuasive positions. Students encourage participation by others as they exhibit courteous listening skills. Students view various media to gather information as well as to produce effective visuals.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.6.1	Acquire Listening Skills	8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a)		8.LA.6.1.1 A Listen to gain information from a variety of electronic or live sources.
			8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a)		8.LA.6.1.2 A Listen to determine whether the speaker has presented slanted or biased material

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Extended Standard 6: Students acquire skills in listening that allow them to access information about various subjects. Students identify content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students deliver oral presentations including retells of articles and persuasive positions. Students encourage participation by others as they exhibit courteous listening skills. Students view various media to gather information as well as to produce effective visuals.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.6.2	Acquire Speaking Skills	8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.		8.LA.6.2.1 A Paraphrase a speaker's point of view and ask questions concerning the speaker's content and feeling toward the subject.
			8.LA.6.2.2 Deliver oral summaries of articles that: (737.01.b) <ul style="list-style-type: none"> • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. 		8.LA.6.2.2 A Deliver oral summaries of articles that: Include the main ideas State ideas in own words
			8.LA.6.2.3 Organize oral presentations to maintain a clear focus.		8.LA.6.2.3 A Organize oral presentations to maintain a clear focus.
			8.LA.6.2.4 Deliver persuasive presentations that: (746.01.a) <ul style="list-style-type: none"> • Include a well-defined position on the topic. • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. 		8.LA.6.2.4 A Deliver persuasive presentations that: <ul style="list-style-type: none"> • Include a position on the topic. • Differentiate fact from opinion and support arguments with examples
			8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a)		8.LA.6.2.5 A Use appropriate techniques that include effective verbal and non-verbal communication.
			8.LA.6.2.6 Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading and provide insight. • Connect personal responses to the writer's techniques and to specific textual references. 		8.LA.6.2.6 A Deliver oral response to literature that: Interpret a reading. Connect personal responses to specific textual references.

Standard 6: Communication - Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

Extended Standard 6: Students acquire skills in listening that allow them to access information about various subjects. Students identify content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students deliver oral presentations including retells of articles and persuasive positions. Students encourage participation by others as they exhibit courteous listening skills. Students view various media to gather information as well as to produce effective visuals.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	8.L.A.6.3	Acquire Viewing Skills	8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.		8.LA.6.3.1 A View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.
			8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.		8.LA.6.3.2 A Interpret various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information
			8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.		8.LA.6.3.3 A View media to evaluate and make appropriate choices.
			8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.		8.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.
			8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information. (746.04.b)		8.LA.6.3.5 A Use a variety of resources to produce visuals that deliver information.