

# ENG08: English 08

## Jefferson County ESC Virtual Learning Academy Academic Standards English 08

### Lesson 1: Context Clues, Comprehension

#### Context Clues, Comprehension

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Use context clues and text structures to determine the meaning of new vocabulary. (08-10)
01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (08)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (08)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (08)

### Lesson 2: Inferences, Drawing Conclusions, Spelling Conventions

#### Inferences, Drawing Conclusions, Spelling Conventions

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (08)
S03. Writing Conventions
A. Use correct spelling conventions. (08-10)
01. Use correct spelling conventions. (08)

### Lesson 3: Punctuation & Capitalization

#### Punctuation & Capitalization

Standard Benchmark and Indicator
S03. Writing Conventions
B. Use correct punctuation and capitalization. (08-10)
02. Use correct punctuation and capitalization. (08)

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### Lesson 4: Parts of Speech

#### Parts of Speech

<b>Standard Benchmark and Indicator</b>
S03. Writing Conventions
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). (08)

### Lesson 5: Comprehension, Prewriting

#### Comprehension, Prewriting

<b>Standard Benchmark and Indicator</b>
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (08)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (08)

### Lesson 6: Using Informational Text, Prewriting Research

#### Using Informational Text, Prewriting Research

<b>Standard Benchmark and Indicator</b>
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
03. Establish a thesis statement for informational writing or a plan for narrative writing. (08)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (08)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Conduct background reading, interviews or surveys when appropriate. (08)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (08)

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<b>S02. Writing Applications</b>
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. (08-10)
04. Write informational essays or reports, including research, that: (08)
04. document sources and include bibliographies. (08)
04. create an organizing structure appropriate to the purpose, audience and context; (08)
04. support the main ideas with facts, details, examples and explanations from sources; and (08)
04. provide a clear and accurate perspective on the subject; (08)
04. pose relevant and tightly drawn questions that engage the reader; (08)
<b>S04. Research</b>
A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (08-10)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation. (08)
B. Evaluate the usefulness and credibility of data and sources. (08-10)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (08)

### Lesson 7: Parts of Speech, Verb Conjugation

#### Parts of Speech, Verb Conjugation

<b>Standard Benchmark and Indicator</b>
<b>S03. Writing Conventions</b>
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). (08)
08. Conjugate regular and irregular verbs in all tenses correctly. (08)

### Lesson 8 — Informational Text, Research

#### Informational Text, Research

<b>Standard Benchmark and Indicator</b>
<b>S04. Reading Applications: Informational, Technical and Persuasive Text</b>
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization). (08-10)
03. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic. (08)
<b>S04. Research</b>
B. Evaluate the usefulness and credibility of data and sources. (08-10)
03. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources. (08)

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### Lesson 9—Research Prewriting

#### Research Prewriting

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
C. Use appropriate self-monitoring strategies for comprehension. (08-10)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (08)
S01. Writing Processes
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Conduct background reading, interviews or surveys when appropriate. (08)
S04. Research
B. Evaluate the usefulness and credibility of data and sources. (08-10)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (08)
C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (08-10)
04. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables graphic organizers). (08)

### Lesson 10—Prewriting, Outlining

#### Prewriting, Outlining

Standard Benchmark and Indicator
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
03. Establish a thesis statement for informational writing or a plan for narrative writing. (08)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (08)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (08)
S04. Research
B. Evaluate the usefulness and credibility of data and sources. (08-10)
03. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources. (08)
C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (08-10)
04. Select an appropriate structure for organizing information in a systematic way

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(e.g., notes, outlines, charts, tables graphic organizers). (08)
05. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes. (08)

### Lesson 11—Writing Process, Informational Writing, Research, First Draft

#### Writing Process, Informational Writing, Research, First Draft

Standard Benchmark and Indicator
<b>S01. Writing Processes</b>
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. (08)
07. Vary simple, compound and complex sentence structures. (08)
08. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. (08)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. (08)
10. Use available technology to compose text. (08)
<b>S02. Writing Applications</b>
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. (08-10)
04. Write informational essays or reports, including research, that: (08)
04. document sources and include bibliographies. (08)
04. create an organizing structure appropriate to the purpose, audience and context; (08)
04. support the main ideas with facts, details, examples and explanations from sources; and (08)
04. provide a clear and accurate perspective on the subject; (08)
04. pose relevant and tightly drawn questions that engage the reader; (08)
<b>S04. Research</b>
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. (08-10)
06. Integrate quotations and citations into written text maintain a flow of ideas. (08)
07. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. (08)
E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia. (08-10)
08. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. (08)

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### Lesson 12—Oral and Visual Communications

#### Oral and Visual Communications

Standard Benchmark and Indicator
S05. Communications: Oral and Visual
E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure. (08-10)
08. Deliver informational presentations (e.g., expository, research) that: (08)
08. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and (08)
08. draw from multiple sources, including both primary and secondary sources, and identify sources used. (08)
08. demonstrate an understanding of the topic and present events or ideas in a logical sequence; (08)
08. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; (08)
08. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); (08)

### Lesson 13—Figurative Language & Analogies

#### Figurative Language & Analogies

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
B. Examine the relationships of analogical statements to infer word meanings. (08-10)
03. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. (08)
C. Recognize the importance and function of figurative language. (08-10)
04. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms. (08)

### Lesson 14: Writing Process, Publication, Informational Writing

#### Writing Process, Publication, Informational Writing

Standard Benchmark and Indicator
S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
11. Reread and analyze clarity of writing and consistency of point of view. (08)
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (08)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. (08)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to

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select more effective vocabulary. (08)
D. Edit to improve sentence fluency, grammar and usage. (08-10)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (08)
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. (08)
<b>S02. Writing Applications</b>
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. (08-10)
04. Write informational essays or reports, including research, that: (08)
04. document sources and include bibliographies. (08)
04. create an organizing structure appropriate to the purpose, audience and context; (08)
04. support the main ideas with facts, details, examples and explanations from sources; and (08)
04. provide a clear and accurate perspective on the subject; (08)
04. pose relevant and tightly drawn questions that engage the reader; (08)

### Lesson 15: Maps, Graphs, Symbols, Charts

#### Maps, Graphs, Symbols, Charts

<b>Standard Benchmark and Indicator</b>
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Analyze whether graphics supplement textual information and promote the author's purpose. (08-10)
04. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. (08)

### Lesson 16: Visit the Library, Independent Reading

#### Visit the Library, Independent Reading

<b>Standard Benchmark and Indicator</b>
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (08)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (08)

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### Lesson 17: Using a Dictionary

#### Using a Dictionary

##### Standard Benchmark and Indicator

S02. Acquisition of Vocabulary

F. Use multiple resources to enhance comprehension of vocabulary. (08-10)

07. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (08)

### Lesson 18: Speech, Mid-term Exam, Research Paper

#### Speech, Mid-term Exam, Research Paper

##### Standard Benchmark and Indicator

S05. Communications: Oral and Visual

D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (08-10)

05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (08)

06. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. (08)

07. Vary language choices as appropriate to the context of the speech. (08)

### Lesson 19: Organizational Patterns

#### Organizational Patterns

##### Standard Benchmark and Indicator

S04. Reading Applications: Informational, Technical and Persuasive Text

A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)

02. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness. (08)

### Lesson 20: Summary & Point of View

#### Summary & Point of View

##### Standard Benchmark and Indicator

S05. Reading Applications: Literary Text

B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)

04. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text. (08)

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### Lesson 21: Connotation and Denotation, Foreshadowing and Flashback

Connotation and Denotation, Foreshadowing and Flashback,

<b>Standard Benchmark and Indicator</b>
S02. Acquisition of Vocabulary
C. Recognize the importance and function of figurative language. (08-10)
02. Apply knowledge of connotation and denotation to determine the meaning of words. (08)
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
07. Identify examples of foreshadowing and flashback in a literary text. (08)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (08)
S05. Communications: Oral and Visual
D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (08-10)
05. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. (08)
06. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. (08)
07. Vary language choices as appropriate to the context of the speech. (08)
G. Give presentations using a variety of delivery methods, visual displays and technology. (08-10)
09. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. (08)

### Lesson 22: Writing Narratives, Clauses & Phrases

Writing Narratives, Clauses, & Phrases

<b>Standard Benchmark and Indicator</b>
S01. Writing Processes
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (08)
S03. Writing Conventions
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
04. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (08)
07. Maintain the use of appropriate verb tenses. (08)
S02. Writing Applications
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (08)
01. use literary devices to enhance style and tone; and (08)

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01. create complex characters in a definite, believable setting. (08)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (08)

### Lesson 23: Persuasive techniques, purpose, audience

#### Persuasive techniques, purpose, audience

<b>Standard Benchmark and Indicator</b>
S02. Acquisition of Vocabulary
D. Explain how different events have influenced and changed the English language. (08-10)
05. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language. (08)
S04. Reading Applications: Informational, Technical and Persuasive Text
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
05. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping. (08)
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (08-10)
06. Identify the author's purpose and intended audience for the text. (08)
07. Analyze an author's argument, perspective or viewpoint and explain the development of key points. (08)

### Lesson 24: Reading Applications

#### Reading Applications

<b>Standard Benchmark and Indicator</b>
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)
09. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials). (08)
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
08. Recognize how writers cite facts, draw inferences and present opinions in informational text. (08)

### Lesson 25: Persuasive Writing

#### Persuasive Writing

#### Standard Benchmark and Indicator

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E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (08-10)

05. Write persuasive compositions that: (08)

05. cite sources of information. (08)

05. support arguments with detailed evidence; (08)

05. exclude irrelevant information; and (08)

05. establish and develop a controlling idea; (08)

### Lesson 26: Journals, Parallelism

#### Journals, Parallelism

##### Standard Benchmark and Indicator

##### S03. Writing Conventions

C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)

05. Use parallel structure to present items in a series and items juxtaposed for emphasis. (08)

##### S02. Writing Applications

A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)

06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (08)

### Lesson 27: Business Letter

#### Business Letter

##### Standard Benchmark and Indicator

##### S02. Writing Applications

C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies. (08-10)

03. Write business letters, letters to the editor and job applications that: (08)

03. include appropriate facts and details; (08)

03. exclude extraneous details and inconsistencies; and (08)

03. provide a sense of closure to the writing. (08)

03. follow the conventional style appropriate to the text using proper technical terms; (08)

03. address audience needs, stated purpose and context in a clear and efficient manner; (08)

### Lesson 28: Comprehension, Characterization

#### Comprehension, Characterization

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02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (08)
<b>S05. Reading Applications: Literary Text</b>
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot. (08)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
02. Analyze the influence of setting in relation to other literary elements. (08)

### Lesson 29: Persuasive Techniques, Listening and Viewing Skills

#### Persuasive Techniques, Listening and Viewing Skills

<b>Standard Benchmark and Indicator</b>
<b>S05. Communications: Oral and Visual</b>
B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. (08-10)
02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. (08)
03. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages. (08)

### Lesson 30: Word Origins, Root Words, Prefixes, Suffixes

#### Word Origins, Root Words, Prefixes, Suffixes

<b>Standard Benchmark and Indicator</b>
<b>S02. Acquisition of Vocabulary</b>
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (08-10)
06. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (08)

### Lesson 31: Literary Text

#### Literary Text

<b>Standard Benchmark and Indicator</b>
<b>S05. Reading Applications: Literary Text</b>
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text. (08-10)
03. Explain how authors pace action and use subplots, parallel episodes and climax. (08)
E. Analyze the use of a genre to express a theme or topic. (08-10)
06. Explain how an author's choice of genre affects the expression of a theme or topic. (08)

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### Lesson 32: Mood, Tone

#### Mood, Tone

##### Standard Benchmark and Indicator

##### S05. Reading Applications: Literary Text

F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)

08. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax. (08)

### Lesson 33: Informal Writings, Listening, Interviews

#### Informal Writings, Listening, Interviews

##### Standard Benchmark and Indicator

##### S02. Writing Applications

A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)

06. Produce informal writings (e.g., journals, notes and poems) for various purposes. (08)

##### S05. Communications: Oral and Visual

A. Use a variety of strategies to enhance listening comprehension. (08-10)

01. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace). (08)

C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. (08-10)

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning. (08)

### Lesson 34: Comparison and Contrast, Theme, Symbolism, Expository Writing

#### Comparison and Contrast, Theme, Symbolism, Expository Writing

##### Standard Benchmark and Indicator

##### S05. Reading Applications: Literary Text

D. Identify similar recurring themes across different works. (08-10)

05. Identify and explain universal themes across different works by the same author and by different authors. (08)

G. Explain techniques used by authors to develop style. (08-10)

09. Examine symbols used in literary texts. (08)

### Lesson 35: Speaking Applications, Persuasive Speech

#### Speaking Applications, Persuasive Speech

##### Standard Benchmark and Indicator

##### S05. Communications: Oral and Visual

F. Provide persuasive presentations that use varied speaking techniques and

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strategies and include a clear controlling idea or thesis. (08-10)
10. Deliver persuasive presentations that: (08)
10. establish and develop a logical and controlled argument; (08)
10. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and (08)
10. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution). (08)