

Language Arts – 8-10 Writing

Writing Processes Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed materials, and keep a list of writing ideas. • Establish a thesis statement for informational writing or a plan for narrative writing. • Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed materials, and keep a list of writing ideas. • Establish and develop a clear thesis statement for informational writing or a clear plan or outlines for narrative writing. • Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. • Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience. 	A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.		
<ul style="list-style-type: none"> • Conduct background reading, interviews or surveys when appropriate. • Use organizational strategies (e.g., notes and outlines) to plan writing. 	<ul style="list-style-type: none"> • Determine the usefulness of and apply appropriate prewriting tasks. • Use organizational strategies (e.g., notes and outlines) to plan writing. 	<ul style="list-style-type: none"> • Determine the usefulness of and apply appropriate pre-writing tasks. • Use organizational strategies (e.g., notes, outlines) to plan writing. 	B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.		

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8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. • Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. • Use available technology to compose text. • Reread and analyze clarity of writing and consistency of point of view. • Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. • Use resources and reference materials to select more effective vocabulary. 	<ul style="list-style-type: none"> • Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. • Use a variety of sentence structures and lengths. • Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. • Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. • Use available technology to compose text. • Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. • Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. 	<ul style="list-style-type: none"> • Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. • Use a variety of sentence structures and lengths. • Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. • Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. • Use available technology to compose text. • Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. • Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. • Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice. 	<p>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.</p>		

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8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Proofread writing, edit to improve conventions and identify and correct fragments and run-ons. 	<ul style="list-style-type: none"> Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. 	<ul style="list-style-type: none"> Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. 	D. Edit to improve sentence fluency, grammar and usage.		
<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	E. Apply tools to judge the quality of writing.		
<ul style="list-style-type: none"> Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphic to enhance the final product. 	<ul style="list-style-type: none"> Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product. 	<ul style="list-style-type: none"> Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product. 	F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		

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Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Write narratives that: <ul style="list-style-type: none"> ➤ sustain reader interest by pacing action and developing an engaging plot ➤ use literary devices to enhance style and tone; and ➤ create complex characters in a definite, believable setting 	<ul style="list-style-type: none"> • Write narratives that: <ul style="list-style-type: none"> ➤ sustain reader interest by pacing action and developing an engaging plot ➤ use a range of strategies and literary devices including figurative language and specific narration; and ➤ include an organized, well developed structure. 	<ul style="list-style-type: none"> • Write narrative that: <ul style="list-style-type: none"> ➤ sustain reader interest by pacing action and developing an engaging plot ➤ use a range of strategies and literary devices including figurative language and specific narration; and ➤ include an organized, well developed structure. 	A. Compose narratives that establish a specific setting, plot and consistent point of view, and develop characters by using sensory details and concrete language.		
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.		
<ul style="list-style-type: none"> • Write business letters, letters to the editor and job applications that: <ul style="list-style-type: none"> ➤ address audience needs, stated purpose and context in a clear and efficient manner; ➤ follow the conventional style appropriate to the text using proper technical terms; ➤ include appropriate facts and details; ➤ exclude extraneous details and inconsistencies; and ➤ provide a sense of closure to the writing. 	<ul style="list-style-type: none"> • Write business letters, letters to the editor and job applications that: <ul style="list-style-type: none"> ➤ address audience needs, stated purpose and context in a clear and efficient manner; ➤ follow the conventional style appropriate to the text using proper technical terms; ➤ include appropriate facts and details; ➤ exclude extraneous details and inconsistencies; and ➤ provide a sense of closure to the writing. 	<ul style="list-style-type: none"> • Write business letters, letters to the editor and job applications that: <ul style="list-style-type: none"> ➤ address audience needs, stated purpose and context in a clear and efficient manner; ➤ follow the conventional style appropriate to the text using proper technical terms; ➤ include appropriate facts and details; ➤ exclude extraneous details and inconsistencies; and ➤ provide a sense of closure to the writing. 	C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.		

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Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Write informational essays or reports, including research, that: <ul style="list-style-type: none"> ➤ pose relevant and tightly drawn questions that engage the reader; ➤ provide a clear and accurate perspective on the subject; ➤ create an organizing structure appropriate to the purpose, audience and context; ➤ support the main ideas with facts, details, examples and explanations from sources; and ➤ document sources and include bibliographies. 	<ul style="list-style-type: none"> • Write informational essays or reports, including research, that: <ul style="list-style-type: none"> ➤ pose relevant and tightly drawn questions that engage the reader; ➤ provide a clear and accurate perspective on the subject; ➤ create an organizing structure appropriate to the purpose, audience and context; ➤ support the main ideas with facts, details, examples and explanations from sources; and ➤ document sources and include bibliographies. 	<ul style="list-style-type: none"> • Write informational essays or reports, including research, that: <ul style="list-style-type: none"> ➤ pose relevant and tightly drawn questions that engage the reader; ➤ provide a clear and accurate perspective on the subject; ➤ create an organizing structure appropriate to the purpose, audience and context; ➤ support the main ideas with facts, details, examples and explanations from sources; and ➤ document sources and include bibliographies. 	D. Use documented textual evidence to justify interpretations of literature or to support a research topic.		
<ul style="list-style-type: none"> • Write persuasive compositions that: <ul style="list-style-type: none"> ➤ establish and develop a controlling idea; ➤ support arguments with detailed evidence; ➤ exclude irrelevant information; and ➤ cite sources of information 	<ul style="list-style-type: none"> • Write persuasive compositions that: <ul style="list-style-type: none"> ➤ establish and develop a controlling idea; ➤ support arguments with detailed evidence; ➤ exclude irrelevant information; and ➤ cite sources of information 	<ul style="list-style-type: none"> • Write persuasive compositions that: <ul style="list-style-type: none"> ➤ support arguments with detailed evidence; ➤ exclude irrelevant information; and ➤ cite sources of information. 	E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.		

Language Arts – 8-10 Writing

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Use correct spelling conventions. 	<ul style="list-style-type: none"> Use correct spelling conventions. 	<ul style="list-style-type: none"> Use correct spelling conventions. 	A. Use correct spelling conventions.		
<ul style="list-style-type: none"> Use correct punctuation and capitalization. 	<ul style="list-style-type: none"> Use correct punctuation and capitalization. 	<ul style="list-style-type: none"> Use correct capitalization and punctuation. 	B. Use correct punctuation and capitalization.		
<ul style="list-style-type: none"> Use all eight parts of speech. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). Use parallel structure to present items in a series and items juxtaposed for emphasis. Use proper placement of modifiers. Maintain the use of appropriate verb tenses. Conjugate regular and irregular verbs in all tenses correctly. 	<ul style="list-style-type: none"> Use clauses (e.g., main subordinate) and phrases (e.g., gerund, infinitive, participial). Use parallel structure to present items in a series and items juxtaposed for emphasis. Use proper placement of modifiers. Maintain the use of appropriate verb tenses. 	<ul style="list-style-type: none"> Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). Use parallel structure to present items in a series and items juxtaposed for emphasis. Use proper placement of modifiers. 	C. Demonstrate understanding of the grammatical conventions of the English language.		

Language Arts – 8-10 Writing

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation. 	<ul style="list-style-type: none"> Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. 	<ul style="list-style-type: none"> Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. 	A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.		
<ul style="list-style-type: none"> Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). Explain the usefulness and accuracy of sources by determining the validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources. 	<ul style="list-style-type: none"> Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based browsers). Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). 	<ul style="list-style-type: none"> Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). Determine the accuracy of sources and the credibility of the author by analyzing the sources validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). 	B. Evaluate the usefulness and credibility of data and sources.		
<ul style="list-style-type: none"> Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers). Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes. 	<ul style="list-style-type: none"> Compile and organize important information and select appropriate sources to support central ideas, concepts and themes. 	<ul style="list-style-type: none"> Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes. 	C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.		

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Integrate quotations and citations into written text to maintain a flow of ideas. • Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. 	<ul style="list-style-type: none"> • Integrate quotations and citations into written text to maintain a flow of ideas. • Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. 	<ul style="list-style-type: none"> • Integrate quotations and citations into written text to maintain a flow of ideas. • Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement. 	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.		
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.		

Language Arts – 8-10 Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Apply active listening strategies. 	<ul style="list-style-type: none"> Apply active listening strategies in a variety of settings. 	<ul style="list-style-type: none"> Apply active listening strategies in a variety of settings. 	A. Use a variety of strategies to enhance listening comprehension.		
<ul style="list-style-type: none"> Identify and analyze the persuasive techniques used in presentations and media messages. 	<ul style="list-style-type: none"> Identify types of arguments used by the speaker, such as authority and appeals to emotion. Analyze the credibility of the speaker and recognize fallacies of reasoning used in presentation and media messages. 	<ul style="list-style-type: none"> Interpret types of arguments used by the speaker such as authority and appeals to audience. Evaluate the credibility of the speaker and recognize fallacies of reasoning used in presentations and media messages. 	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.		
<ul style="list-style-type: none"> Identify the speaker's choice of language and delivery styles and how they contribute to meaning. 	<ul style="list-style-type: none"> Identify the speaker's choice of language and delivery styles and explain how they contribute to meaning. 	<ul style="list-style-type: none"> Identify how language choice and delivery styles contribute to meaning. 	C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.		
<ul style="list-style-type: none"> Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. Vary language choices as appropriate to the context of the speech. 	<ul style="list-style-type: none"> Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. Vary language choices as appropriate to the context of the speech. 	<ul style="list-style-type: none"> Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. Vary language choices as appropriate to the context of the speech. 	D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques		

Language Arts – 8-10 Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Deliver information presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure ➤ use appropriate visual materials and available technology; and ➤ draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<ul style="list-style-type: none"> • Deliver information presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure ➤ use appropriate visual materials and available technology to enhance presentation; and ➤ draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<ul style="list-style-type: none"> • Deliver information presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure ➤ use appropriate visual materials and available technology to enhance presentation; and ➤ draw from multiple sources, including both primary and secondary sources, and identify sources used. 	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.		
<ul style="list-style-type: none"> • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish and develop a logical and controlled argument; ➤ include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and ➤ consistently use common organizational structures as appropriate 	<ul style="list-style-type: none"> • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish and develop a logical and controlled argument; ➤ include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and ➤ use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; 	<ul style="list-style-type: none"> • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish and develop a logical and controlled argument; ➤ include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and ➤ use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; ➤ consistently use common organizational structures as appropriate; and ➤ use speaking techniques. 	F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.		

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Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 	G. Give presentations using a variety of delivery methods, visual displays and technology.		