

Tennessee English Language Arts Standards 2009-2010 Implementation

Grade 8

4-H Public Speaking, 4-H Essay Contest, 4-H Illustrated Talk using “Powerpoint” & 4-H Independent Research Paper

Standard 1- Language

Grade Level Expectations

GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

⌚ **0801.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (e.g., predicate nouns, appositives), **pronouns** (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement), **verbs** (e.g., agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives, verb phrases, consistency in verb tense, regular and irregular verb forms, correct use of both simple and perfect tenses, proper use of active and passive voice, subjunctive mood), **adjectives** (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses), **adverbs** (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs), **conjunctions** (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements), **interjections**, and **prepositions** (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).

⌚ **0801.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome word pairs {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}).

⌚ **0801.1.3** Use capitalization correctly (e.g., titles, business letters, quotations, proper nouns and adjectives).

⌚ **0801.1.4** Demonstrate the correct use of **commas** (e.g., after introductory words, phrases or clauses; setting off appositives and interrupters; before coordinating conjunction joining independent clauses to form compound sentences), **colons** (e.g., in business letters, before a list of items in a series, before a long or formal quotation), **semicolons** (e.g., combining sentences, between items in a series when the items already contain commas, before conjunctive adverbs), **underlining and italicizing** (e.g., titles; certain words, letters, figures; foreign words), **quotation marks** (e.g., with direct quotations, to set off dialogue, in titles, correct use with end marks), **apostrophes** (e.g., to form both singular and plural possessives), **hyphens**, and **end marks**.

⌚ **0801.1.5** Spell correctly high-frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.

⌚ **0801.1.10** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.

⌚ **0801.1.17** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*).

Standard 2: Communication

Grade Level Expectations

Listening

GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.

GLE 0801.2.3 Identify the thesis and main points of a speech.

GLE 0801.2.4 Analyze the structure of a speech.

Speaking

GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0801.2.6 Deliver effective oral presentations.

Listening

⌚ **0801.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.

⌚ **0801.2.5** Construct a summary and a paraphrase of a speech.

⌚ **0801.2.6** Construct a critique of a speech.

⌚ **0801.2.8** Begin to analyze the ways in which the style and structure of a speech support or confound its meaning and purpose.

Speaking

⌚ **0801.2.10** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

⌚ **0801.2.11** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

- ⌚ **0801.2.12** Use an organizational pattern appropriate for a topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
- ⌚ **0801.2.13** Logically arrange ideas and group related ideas in ways that enhance a topic.
- ⌚ **0801.2.14** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as *first*, *in addition*, *but*, and *however*).
- ⌚ **0801.2.15** Provide an effective conclusion that reinforces the focus of the presentation.
- ⌚ **0801.2.16** Explore effective rhetorical devices such as rhetorical questions and anecdotes to engage an audience, repetition to reinforce ideas, and analogies to convey complex ideas.
- ⌚ **0801.2.17** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.
- ⌚ **0801.2.18** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).

Standard 3-Writing

Grade Level Expectations

GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0801.3.2 Employ a variety of prewriting strategies.

GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0801.3.4 Refine strategies for editing and revising written work.

- ⌚ **0801.3.4** Develop focused, appropriate, and interesting topics for writing.
- ⌚ **0801.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- ⌚ **0801.3.6** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- ⌚ **0801.3.7** Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
- ⌚ **0801.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).

- ⌚ **0801.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
- ⌚ **0801.3.10** Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.
- ⌚ **0801.3.11** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- ⌚ **0801.3.12** Use correct sentence structures that are appropriate for audience and purpose.
- ⌚ **0801.3.15** Use language that conveys the writer’s point of view.
- ⌚ **0801.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:
Acknowledge source material (e.g., list sources).
Understand the differences between/among quoting, paraphrasing, and summarizing.
Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
Embed quotations and graphics from other sources, when appropriate.
- ⌚ **0801.3.17** Generate notes on text, and identify main and supporting ideas.
- ⌚ **0801.3.18** Edit writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
- ⌚ **0801.3.19** Drawing on reader’s comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- ⌚ **0801.3.21** Use relatively basic software programs (e.g., Word PowerPoint) to write texts and create graphics to present ideas visually and in writing.
- ⌚ **0801.3.22** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

Standard 4: Research

Grade Level Expectations

- GLE 0801.4.1** Define and narrow a problem or research topic.
- GLE 0801.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.
- GLE 0801.4.3** Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.
- GLE 0801.4.4** Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.
- ⌚ **0801.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.

- ⌚ **0801.4.2** Take and organize notes on what is known and what needs to be researched about the topic.
- ⌚ **0801.4.3** Focus on relevant information and/or theories.
- ⌚ **0801.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.
- ⌚ **0801.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- ⌚ **0801.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- ⌚ **0801.4.7** Identify the characteristics and limitations of source material.
- ⌚ **0801.4.8** Provide relevant research information to develop and support a complicated topic.
- ⌚ **0801.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic.
- ⌚ **0801.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- ⌚ **0801.4.11** Draft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- ⌚ **0801.4.12** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.
- ⌚ **0801.4.14** Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).
- ⌚ **0801.4.16** Acknowledge source material using a predetermined standard format (e.g., APA, MLA).
- ⌚ **0801.4.20** Following a standard format and appropriate technology, embed text graphics, including a title, a contents page, numbered pages, and a bibliography.
- ⌚ **0801.4.21** Include graphics and illustrative material effectively to support research ideas in the text.

Standard 5: Logic

Grade Level Expectations

GLE 0801.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

⌚ **0801.5.5** Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).

Standard 7- Media

Grade Level Expectations

GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.

⌚ **0801.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production and evaluate the effectiveness of the techniques.

⌚ **0801.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

⌚ **0801.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

⌚ **0801.7.5** Demonstrate awareness of audience needs through choice of medium and through images, words, and sounds.

⌚ **0801.7.6** Consider the potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.