

Writing, Speaking & Listening

Grade Level Instructional Standards *(Designating Content for Oregon State Assessments)*



Graphics free thru Clipart Connection

Targeted for Grade 8

With a look at where they've been and where they are headed

WRITING

Planning, Evaluating and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject area.

7 th	8 th	CIM
<ul style="list-style-type: none"> ➤ Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, group related ideas, using graphic organizers, and taking notes. ➤ Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. ➤ Identify audience and purpose. ➤ Chose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. ➤ Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. ➤ Focus on a central idea, excluding loosely related, extraneous, and repetitious information. ➤ Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	<ul style="list-style-type: none"> ➤ Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, group related ideas, using graphic organizers, and taking notes. ➤ Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. ➤ Identify audience and purpose. ➤ Chose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. ➤ Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. ➤ Focus on a central idea, excluding loosely related, extraneous, and repetitious information. ➤ Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. 	<ul style="list-style-type: none"> ➤ Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, group related ideas, using graphic organizers, and taking notes. ➤ Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively. ➤ Identify audience and purpose. ➤ Chose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative. ➤ Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions. ➤ Focus on a central idea, excluding loosely related, extraneous, and repetitious information. ➤ Use a scoring guide to review, evaluate, and revise writing for meaning and clarity. <p>(Continue on next page) →</p>

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

<ul style="list-style-type: none"> ➤ Revise drafts: to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. ➤ Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors. 	<ul style="list-style-type: none"> ➤ Revise drafts: for word choice, appropriate organization, consistent point of view—and transitions between paragraphs, passages, and ideas. ➤ Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors. 	<ul style="list-style-type: none"> ➤ Revise drafts: to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone— by taking into consideration the audience, purpose, and formality of the context. ➤ Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.
--	--	--

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest (1996 “Convey clear, focused main ideas...”); organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs (1996 “Structure information in clear sequence...”); and use precise words and fluent sentence structures that support meaning. (1996 “Sentence Structure”)

7th	8th	CIM
<p>✓ ♦ Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.</p> <p>✓ ♦ Write multi-paragraph compositions— descriptions, explanations, comparison- and contrast papers, problem and solution essays— that:</p> <ul style="list-style-type: none"> ➢ State the thesis or purpose. ➢ Explain the situation. ➢ Organize the composition clearly, following an organizational pattern appropriate to the type of composition— comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. ➢ Provide evidence to support arguments and conclusions. 	<p>✓ ♦ Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>✓ ♦ Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.</p> <p>✓ ♦ Establish coherence within and among paragraphs through effective transitions and parallel structures.</p> <p>✓ ♦ Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.</p> <p>✓ ♦ To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.</p>	<p>✓ ♦ Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.</p> <p>✓ ♦ Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</p> <p>✓ ♦ Use precise language, action verbs, sensory details, and appropriate modifiers.</p> <p>✓ ♦ Demonstrate an understanding of sentence construction—including parallel structure and subordination—to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p> <p style="text-align: right;">(Continue on next page) →</p>

- ✓ Indicates instructional standard-classroom assessment.
- ♦ Indicates content may appear on Oregon State Assessment.

<p>✓ ♦ Support all statements and claims with anecdotes (first person accounts), descriptions, facts and statistics, and/or specific examples.</p> <p>✓ ♦ Use varied word choices to make writing interesting and more precise.</p> <p>✓ ♦ To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).</p> <p>✓ ♦ To convey a livelier effect, use the active voice rather than the passive voice.</p> <p>✓ ♦ Vary sentence beginnings by using infinitives (<i>to understand, to learn</i>) and participles (<i>dreaming, chosen, grown</i>).</p>	<p>✓ ♦ To enhance clarity and to support meaning, use parallelism in sentence construction—to present items in a series and items juxtaposed for emphasis.</p> <p>✓ ♦ To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.</p>	
--	--	--

- ✓ Indicates instructional standard-classroom assessment.
- ♦ Indicates content may appear on Oregon State Assessment.

WRITING

Conventions: Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 “Use correct spelling, grammar, punctuation, capitalization...”)*

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ ♦ Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes). 	<ul style="list-style-type: none"> ✓ ♦ Use correct spelling conventions. 	<ul style="list-style-type: none"> ✓ ♦ Produce writing that shows accurate spelling.

WRITING

Conventions: Grammar

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 “Use correct spelling, grammar, punctuation, capitalization...”)*

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ ♦ Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. ✓ ♦ Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences. ✓ ♦ Demonstrate appropriate English usage. 	<ul style="list-style-type: none"> ✓ ♦ Use consistent verb tenses. ✓ ♦ Correctly use frequently misused words (e.g., among, between; fewer, less; bring, take; and good, well). ✓ ♦ Demonstrate appropriate English usage. 	<ul style="list-style-type: none"> ✓ ♦ Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial. ✓ ♦ Understand and use proper placement of modifiers. ✓ ♦ Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.

- ✓ Indicates instructional standard-classroom assessment.
- ♦ Indicates content may appear on Oregon State Assessment.

WRITING

Conventions: Punctuation

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 “Use correct spelling, grammar, punctuation, capitalization...”)*

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ ♦ Use a comma after a dependent clause that introduces a sentence. ✓ ♦ Use appropriate internal punctuation, including commas, semicolons, and colons. ✓ ♦ Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence. 	<ul style="list-style-type: none"> ✓ ♦ Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons. 	<ul style="list-style-type: none"> ✓ ♦ Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.

WRITING

Conventions: Capitalization

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 “Use correct spelling, grammar, punctuation, capitalization...”)*

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ ♦ Use correct capitalization. 	<ul style="list-style-type: none"> ✓ ♦ Use correct capitalization. 	<ul style="list-style-type: none"> ✓ ♦ Use correct capitalization.

- ✓ Indicates instructional standard-classroom assessment.
- ♦ Indicates content may appear on Oregon State Assessment.

WRITING

Conventions: Handwriting

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas. *(Similar to 1996 “Use correct spelling, grammar, punctuation, capitalization...”)*

7th	8th	CIM
✓ Write legibly.	✓ Write legibly.	✓ Write legibly.

WRITING

Writing Modes

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *(1996 Modes/Forms) **

7th	8th	CIM
Work Samples can be selected from any of the listed modes.		
<ul style="list-style-type: none"> ✓ ♦ Personal Narrative ✓ ♦ Fictional Narrative (Imaginative) ✓ ♦ Expository ✓ ♦ Persuasive 	<ul style="list-style-type: none"> ✓ ♦ Personal Narrative ✓ ♦ Fictional Narrative (Imaginative) ✓ ♦ Expository ✓ ♦ Persuasive 	<ul style="list-style-type: none"> ✓ ♦ Personal Narrative ✓ ♦ Fictional Narrative (Imaginative) ✓ ♦ Expository ✓ ♦ Persuasive

* *Suggested word length: Fourth Grade, 250 words; Fifth Grade, 400 words; Sixth Grade, 400-700 words; Seventh Grade, 400-700 words; Eighth Grade, 500-1,000 words; and CIM, 500-1,500 words.*

- ✓ Indicates instructional standard-classroom assessment.
- ♦ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications: Narrative Writing

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. (1996 Modes/Forms)

7 th	8 th	CIM
<p>✓ Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> ➤ Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution. ➤ Develop a point of view. ➤ Develop complex major and minor characters and a definite setting. ➤ Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	<p>✓ Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> ➤ Relate a sequence of events, and communicate the significance of the events to the audience. ➤ Locate scenes and incidents in specific places. ➤ Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>✓ Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> ➤ Relate a sequence of events, and communicate the significance of the events to the audience. ➤ Locate scenes and incidents in specific places. ➤ Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. ➤ Pace the presentation of actions to accommodate changes in time and mood. ➤ Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *(1996 Modes/Forms)*

7 th	8 th	CIM
Expository Writing: Response to Literary Text (For general Expository Writing, see pages 4-5)		
<ul style="list-style-type: none"> ✓ Write responses to literature: <ul style="list-style-type: none"> ➤ Develop interpretations exhibiting careful reading, understanding, and insight. ➤ Organize interpretations around several clear ideas, premises, or images from the literary work. ➤ Justify interpretations through use of sustained examples and textual evidence. 	<ul style="list-style-type: none"> ✓ Write responses to literature: <ul style="list-style-type: none"> ➤ Demonstrate careful reading and insight into interpretations. ➤ Connect the student's own responses to the writer's techniques and to specific textual references. ➤ Draw supported inferences about the effects of a literary work on its audience. ➤ Support interpretations through references to the text, other works, other authors, or to personal knowledge. 	<ul style="list-style-type: none"> ✓ Write responses to literature: <ul style="list-style-type: none"> ➤ Demonstrate an understanding of the significant ideas of literary works. ➤ Support important ideas and viewpoints through accurate and detailed references to the text or to other works. ➤ Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. ➤ Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *(1996 Modes/Forms)*

7th	8th	CIM
Expository Writing: Research Reports/Multi-Media Presentations		
<ul style="list-style-type: none"> ✓ Write research reports: <ul style="list-style-type: none"> ➤ Pose relevant questions about the topic. ➤ Distinguish credible sources. ➤ Convey clear and accurate perspectives on the subject. ➤ Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books. ➤ Document sources. 	<ul style="list-style-type: none"> ✓ Write research reports: <ul style="list-style-type: none"> ➤ Specify a thesis. ➤ Use a variety of primary and secondary sources, and distinguish the nature and value of each. ➤ Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate. ➤ Organize and display information on charts, tables, maps, and graphs. ➤ Document sources. 	<ul style="list-style-type: none"> ✓ Write analytical essays and research reports: <ul style="list-style-type: none"> ➤ Gather evidence in support of a thesis, including information on all relevant perspectives. ➤ Convey information and ideas from primary and secondary sources accurately and coherently. ➤ Make distinctions between the relative value and significance of specific data, facts, and ideas. ➤ Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. ➤ Anticipate and address readers' potential misunderstandings, biases, and expectations. ➤ Use technical terms and notations accurately. ➤ Document sources.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. *(See Writing Applications-Expository Writing: Research Reports)*

7 th	8 th	CIM
Research Report Writing		
<ul style="list-style-type: none"> ✓ Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. ✓ Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material. ✓ Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws. ✓ Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 	<ul style="list-style-type: none"> ✓ Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics. ✓ Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material. ✓ Plan and conduct multiple-step information searches by using computer networks. ✓ Analyze the validity and reliability of primary and secondary sources, and use the information appropriately. ✓ Achieve an effective balance between documented researched information and original ideas. ✓ Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries— MLA, Reference Entries— APA). 	<ul style="list-style-type: none"> ✓ Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources. ✓ Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material. ✓ Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions. ✓ Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents. <p>(Continue on next page) →</p>

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

<p>✓ Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries— MLA, Reference Entries— APA).</p>		<p>✓ Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>✓ Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries— MLA, Reference Entries— APA).</p> <p>✓ Design and publish documents by using publishing software and graphics programs.</p> <p>✓ Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.</p>
---	--	---

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications: Persuasive Writing

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. (1996 Modes/Forms)

7 th	8 th	CIM
<p>✓ Write persuasive compositions:</p> <ul style="list-style-type: none"> ➤ State a clear position or perspective in support of a proposition or proposal. ➤ Describe the points in support of the proposition, employing well-articulated evidence. ➤ Anticipate and address reader concerns and counter-arguments. 	<p>✓ Write persuasive compositions:</p> <ul style="list-style-type: none"> ➤ Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal. ➤ Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. ➤ Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. 	<p>✓ Write persuasive compositions:</p> <ul style="list-style-type: none"> ➤ Structure ideas and arguments in a sustained and logical fashion. ➤ Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a person anecdote, case study, or analogy. ➤ Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. ➤ Address readers' concerns, counter-claims, biases, and expectations.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

WRITING

Writing Applications:

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. (1996 Modes/Forms)

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ Write summaries for a variety of informational text: <ul style="list-style-type: none"> ➤ Include the main ideas and most significant details. ➤ Use the student's own words, except for quotations. ➤ Reflect underlying meaning, not just the superficial details. 	<ul style="list-style-type: none"> ✓ Write documents related to career development, including simple business letters, job applications and resumes that: <ul style="list-style-type: none"> ➤ Present information purposefully and succinctly, meeting the needs of the intended audience. ➤ Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). ✓ Write technical documents: <ul style="list-style-type: none"> ➤ Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. ➤ Include all the factors and variables that need to be considered. ➤ Use formatting techniques, including headings, and changing the fonts to aid comprehension. 	<ul style="list-style-type: none"> ✓ Write business letters: <ul style="list-style-type: none"> ➤ Provide clear and purposeful information and address the intended audience appropriately. ➤ Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. ➤ Emphasize central ideas or images. ✓ Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conduction a meeting, or minutes of a meeting: <ul style="list-style-type: none"> ➤ Report information and convey ideas logically and correctly. ➤ Offer detailed and accurate specifications. ➤ Include scenarios, definitions, and examples to aid comprehension. ➤ Anticipate, readers' problems, mistakes, and misunderstandings.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

SPEAKING AND LISTENING

Speaking

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose (1996 *Ideas and Content*); organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements (1996 *Organization*); use language appropriate to topic, context, audience, and purpose (1996 *Language*); and demonstrate control of eye contact, speaking, rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. (1996 *Delivery*) *

7 th	8 th	CIM
<ul style="list-style-type: none"> ✓ Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience. ✓ Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. ✓ Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question. ✓ Use a variety of descriptive and accurate words appropriate to audience and purpose. ✓ Use correct grammar consistently. ✓ Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations. 	<ul style="list-style-type: none"> ✓ Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to audience and purpose. ✓ Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. ✓ Use credible and relevant information to convey message. ✓ Use feedback, including both verbal and nonverbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning. ✓ Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. 	<ul style="list-style-type: none"> ✓ Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance. <p>Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources.</p> <ul style="list-style-type: none"> ✓ Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause. <p style="text-align: right;">(Continue on next page) →</p>

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

	<ul style="list-style-type: none"> ✓ Use appropriate grammar. ✓ Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations. 	<ul style="list-style-type: none"> ✓ Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. ✓ Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language. ✓ Use appropriate grammar. ✓ Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria) ✓ Produce concise notes for extemporaneous speaking (not part of scoring guide criteria). ✓ Analyze the occasion and the interests of the audience, and choose effective verbal and nonverbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.
--	--	---

- *Suggested speech length; Fourth Grade, 2-4 minutes; Fifth Grade, 2-5 minutes; Sixth Grade, 3-5 minutes; Seventh Grade, 3-6 minutes; Eighth Grade, 3-6 minutes; and CIM, 3-7 minutes.*

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

SPEAKING AND LISTENING

Listening

CCG: Listen critically and respond appropriately across the subject areas.

7th	8th	CIM
<ul style="list-style-type: none"> ✓ Ask questions to obtain information, including evidence to support the speaker's claims and conclusions. ✓ Determine the speaker's attitude toward the subject. ✓ Respond to persuasive presentations with questions, challenges, or affirmations. 	<ul style="list-style-type: none"> ✓ Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener. ✓ Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning speaker's content, delivery, and purpose. 	<ul style="list-style-type: none"> ✓ Formulate judgments about ideas under discussion, and support those judgments with convincing evidence. ✓ Follow complex verbal instructions that include technical vocabulary and processes.

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.

SPEAKING AND LISTENING

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas. *(1996 Analysis)*

7th	8th	CIM
<p>✓ Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.</p> <p>✓ Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.</p>	<p>✓ Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>✓ Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p> <p>✓ Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.</p>	<p>✓ Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</p> <p>✓ Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p> <p>✓ Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.</p> <p>✓ Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>✓ Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.</p> <p>✓ Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

- ✓ Indicates instructional standard-classroom assessment.
- ◆ Indicates content may appear on Oregon State Assessment.