Sept.SW Gr.8 Argumentative Essay WRITING

Content Area: **English**
Course(s): **Language Arts**
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

An argumentative essay is where the writer presents an argument with supporting ideas, reasons, and evidence, as well as alternate or opposing claims. The writer's primary purpose is to effectively communicate his or her position and beliefs about a topic or issue so in turn the writer can convince or change the beliefs or opinions of others. To do so the writer needs to choose a topic he or she feels strongly about, one that can be argued and adequately supported with clear reasons and relevant evidence. Keep in mind that argumentative essays are similar to but also different from persuasive essays. Both types of essays have similar goals: to convince an audience to agree with the point of view or thesis. However, the two types of essays differ in their methods. A persuasive essay acknowledges there is an opposing view while not debating or expounding on it. Conversely, an argumentative essay not only acknowledges the counterclaims but also fully reveals its understanding of the relative merits and weaknesses of those views or positions.

Enduring Understandings

Students will: ■ Engage in a range of collaborative discussions with diverse partners on content area topics and issues, building on others' ideas and expressing their own clearly; ■ Read mentor texts to identify the structural elements, purpose, and writing style of argumentative essays; ■ Analyze and evaluate the argument and specific claims in mentor texts, assessing whether the reasoning is sound and the evidence is relevant; ■ Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence; ■ Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; ■ Conduct a short, sustained research project based on focused questions and claims, demonstrating understanding of the discipline-specific topic under investigation; ■ Gather relevant information from multiple print and digital sources; ■ Draw evidence from informational texts to support analysis, reflection, and research; ■ Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach; ■ Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence; ■ Provide a concluding statement or section that supports the argument presented; and ■ Use technology to produce and publish writing and present the relationships between information and ideas.

Essential Questions

What skills and techniques do writers use to write argumentative Essays?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: What Are Argumentative Essays? uses all mentor texts and essay exemplars from the unit. Rationale: Argumentative essays in the content areas focus on presenting an argument with clear reasons and relevant evidence on content-specific topics or issues that are meaningful to the writer. Students will examine and explore all mentor texts and essay exemplars and begin to brainstorm possible content area-specific topics they feel strongly about and may want to pursue for their argumentative essays. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 2: Author's Purpose uses Faithful Elephants by Yukio Tsuchiya and Kakapo Rescue by Sy Montgomery. Rationale: The primary purpose of an argumentative essay is to persuade or convince readers to adopt new beliefs or behaviors by presenting a strong argument with supporting ideas, evidence, and opposing views. Students will listen to excerpts from Kakapo Rescue and Faithful Elephants to determine the authors' purposes and passions for their subjects. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 3: Develop the Argument uses The Yellow Star by Carmen Agra Deedy and Remember by Toni Morrison. Rationale: Writers of argumentative content area essays support their claims with clear reasons and relevant evidence. Students will listen to two mentor texts and write notes about the facts and evidence provided by the authors. Common Core State Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Author's Craft in Content Area Argumentative Essays uses Smoky Night by Eve Bunting and Virginia Silverstein and "The Voting Rights Act: Do We Still Need It?" from the Argumentative Essay Exemplars Packet. Rationale: Writers of argumentative essays establish and maintain a formal style and use narrative techniques such as dialogue, pacing, description, and reflection to engage and inform their readers and convince them to support their opinions. Students will learn how writers determine the style and techniques that will best engage their readers, convey their opinions, and help readers understand and agree with their claims. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: A Close Look at Structure uses "Americans Need to Learn Foreign Languages" and "Is Technology Making Us Stupid?" from the Argumentative Essay Exemplars Packet. Rationale: Writers of argumentative content area essays have a specific structure—introduce their thesis or claim, include body paragraphs that support the claim using relevant evidence, acknowledge and distinguish alternative or opposing claims, and, finally, conclude with support of the argument presented. Students will use mentor essays to examine the structure and various components that make up a content area-driven argumentative essay. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Mini-Lessons

Generating Ideas I: Topics That Matter uses Smoky Night by Eve Bunting, The Yellow Star by Carmen Agra Deedy, and Remember by Toni Morrison. Rationale: Argumentative essayists write about topics that are important to them in hopes of educating and persuading an audience of readers to take their side. Students will begin to generate ideas about injustices they are passionate about and will explore the difference between an injustice and an inconvenience. Common Core State Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Generating Ideas II: Around Our World uses Kakapo Rescue by Sy Montgomery and "Is Recycling Worth the Effort?" from the Argumentative Essay Exemplars Packet. Rationale: Argumentative essayists write about current and newsworthy topics they are passionate about, state their opinion or claim, and develop an argument that will persuade their readers to take action for their cause. Students will brainstorm environmental issues they feel strongly about and on which they would want their readers to take action. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Generating Ideas III: Our Controversial World uses The Shallows by Nicholas Carr and "Is Technology Making Us Stupid?" from the Argumentative Essay Exemplars Packet. Rationale: Argumentative essayists choose controversial topics that can be argued one way or another. Students will brainstorm scientific and technological issues they feel strongly about and on which they would want their readers to take action. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting: The Most Important Issue uses students' Writers' Notebooks. Rationale: Selecting a topic and presenting a claim that one is passionate about and can support with facts and evidence is the first step in writing effective argumentative essays. Students will consider the passion they have for their topic ideas and the amount of evidence they feel they can research for each one, and then they will select one of the ideas as the topic for their essays. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Collecting I: Stating Your Claim by Crafting a Thesis uses students' Writers' Notebooks. Rationale: Once argumentative essayists state their claim or thesis, they are able to focus their research-gathering to address their claim with clear reasons and relevant evidence. Students will craft a thesis statement for their essays and begin to plan the kind of research they will need to do to gather relevant evidence and develop their argument. Common Core State Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting II: Research My Position uses Kakapo Rescue by Sy Montgomery, Faithful Elephants by Yukio

Tsuchiya, The Yellow Star by Carmen Agra Deedy, and Remember by Toni Morrison. Rationale: Argumentative essay writers gather relevant information from multiple print and digital sources. Students will discuss and plan how they can gather research to develop their argument and persuade their readers. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Collecting III: Using Secondary Sources uses The Yellow Star by Carmen Agra Deedy and Remember by Toni Morrison. Rationale: A well-written, focused argumentative essay requires factual support. Students will use secondary sources to collect relevant research and effectively support their views or claims. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting IV: Anticipating Counterarguments uses The Shallows by Nicholas Carr and "The Voting Rights Act: Do We Still Need It?" from the Argumentative Essay Exemplars Packet. Rationale: When writing an argumentative essay, writers must anticipate counterarguments that readers may be familiar with when defending their positions. Students will develop a list of anticipated arguments against their positions, evaluate the arguments, assess whether the reasoning is sound and the evidence is relevant, and refute those arguments that are ineffective in order to solidify their positions. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting V: Interviewing "Experts" uses Faithful Elephants by Yukio Tsuchiya, The Yellow Star by Carmen Agra Deedy, Kakapo Rescue by Sy Montgomery, Smoky Night by Eve Bunting, and Remember by Toni Morrison. Rationale: When collecting evidence for a powerful argumentative essay, writers often use quotes and other information collected by interviewing "experts" connected to their topics in order to help convince their readers. Students will consider who might be experts on their topics and formulate questions they can ask to gather factual, firsthand, and interesting information to support their claims. Common Core State Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Drafting I: Organizing My Support uses all mentor texts from the unit and "Is Recycling Worth the Effort?" from the Argumentative Essay Exemplars Packet. Rationale: Once argumentative essayists collect their research, they need to organize their notes, establish a formal writing style, and follow an essay structure. Students will consider the components and structure of argumentative essays and review the research they have collected as they prepare to draft. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Drafting II: Introducing Your Claim uses Kakapo Rescue by Sy Montgomery, Remember by Toni Morrison, and "The Voting Rights Act: Do We Still Need It?" from the Argumentative Essay Exemplars Packet. Rationale: Writers of content area argumentative essays need to engage and orient their readers and establish a context in their opening paragraph(s) to give readers background information about their topics. Students will try various introductions to engage their readers and entice them to continue reading their essays. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting III: Parting Words uses The Yellow Star by Carmen Agra Deedy and Kakapo Rescue by Sy Montgomery. Rationale: Argumentative essayists provide a conclusion that sums up the main points of their essays and drives their opinions home to the readers. Students will review the characteristics of a strong conclusion and craft their own. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Revising I: Smooth and Steady—Using Transition Words and Phrases uses students' drafts and "Is Technology Making Us Stupid?" from the Argumentative Essay Exemplars Packet. Rationale: Writers use appropriate and varied transition words and phrases to create cohesion and clarify relationships among claims, counterarguments, reasons, and evidence. Students will review and revise their drafts to include transition words and phrases for cohesion and fluency. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising II: Engage Your Readers uses Faithful Elephants by Yukio Tsuchiya, as well as "Is Technology Making Us Stupid?" and "Is Recycling Worth the Effort?" from the Argumentative Essay Exemplars Packet. Rationale: Argumentative essayists use precise words and phrases, relevant detail, and sensory language to engage and convince readers to agree with their argument. Students will look at the words they have chosen to ensure that their passion and commitment to their topics come through. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Editing I: You Can Quote Me uses Faithful Elephants by Yukio Tsuchiya, Remember by Toni Morrison, and The Yellow Star by Carmen Agra Deedy. Rationale: Writers of argumentative essays need to use text citations when they use specific quotes from research sources. Students will review the way in which quotes are properly cited from pieces of text in order to avoid plagiarism and to follow a standard format for citations. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Editing II: A Final Edit uses students' drafts. Rationale: Writers use various tools and resources when editing their writing. With some guidance from peers (and adults), students will strengthen their writing by using an editing checklist to ensure that their readers understand their purpose without being distracted by mechanical errors. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Publishing I: Extra, Extra! Adding Text Features uses all mentor texts from the unit, specifically Remember by Toni Morrison and The Yellow Star by Carmen Agra Deedy. Rationale: Many content area argumentative essays include text features either before or after the actual essays that enhance the presentation and help the readers have a deeper understanding of the topic. Students will consider various types of text features for their essays and where they might include them. Common Core State Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4,

L.8.6

Publishing II: Author's Note uses The Yellow Star by Carmen Agra Deedy, Remember by Toni Morrison, Kakapo Rescue by Sy Montgomery, Life in a Bucket of Soil by Alvin Silverstein and Virginia Silverstein, and Faithful Elephants by Yukio Tsuchiha. Rationale: Writers use an Author's Note to provide information about themselves and their topics, which makes the readers feel more connected to the writer and helps convince them to agree with the stated position. Students will craft an Author's Note to include in their essays. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.

- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing Sample

Formative Assessments

- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

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Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection uses a self-reflection questionnaire. Rationale: Self-reflection is a critical stage of the writing process, and thinking about what has been achieved in the past can help writers improve their future writing. Students will read their essays as well as the essays of their classmates to review and reflect on what they have learned and accomplished.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Faithful Elephants: A True Story of Animals, People and War by Yukio Tsuchiya Kakapo Rescue: Saving the World's Strangest Parrot by Sy Montgomery Life in a Bucket of Soil by Alvin Silverstein and Virginia Silverstein Remember: The Journey to School Integration by Toni Morrison The Shallows: What the Internet Is Doing to Our Brains by Nicholas Carr Smoky Night by Eve Bunting The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy Essay Exemplars "Americans Need to Learn Foreign Languages" by Tracy Duncan "The Dangers of Cloning" by Ed Combs "Is Recycling Worth the Effort?" by Ed Combs "Is Technology Making Us Stupid?" by Ed Combs "The Voting Rights Act: Do We Still Need It?" by Ed Combs

Standards

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.