



# SPEAKING AND LISTENING

**\_\_ I can 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.**

**\_\_ I can express my own ideas clearly and build on the ideas of others.**

\_\_ I can identify and use key evidence from readings, research, and other speakers in collaborative discussions.

\_\_ I can recognize, define, and follow rules, roles, goals, and deadlines for decision-making and collegial discussions.

\_\_ I can refer to relevant, prepared textual material in a collaborative discussion to probe, connect, or reflect on the ideas under discussion.

\_\_ I can distinguish between formal and informal speaking styles and use formal style in collegial discussions.

\_\_ I can acknowledge other's new information or views and modify my own view in a collaborative discussion.

\_\_ I can pose questions that connect the ideas of several

speakers and respond to others' questions and comments with relevant evidence, observations, and ideas concerning the topic, text, or issue under discussion.

**\_\_ I can analyze the purpose of information presented in different media, formats, and texts.**

**\_\_ I can evaluate the motives behind information presented in an oral presentation.**

\_\_ I can identify the purpose of information presented in different media, formats, and texts.

\_\_ I can identify motives behind information presented in an oral presentation.

## Comprehension and Collaboration

**\_\_ I can delineate a speaker's argument and specific claims and recognize when irrelevant evidence is introduced.**

**\_\_ I can evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence used to support a speaker's argument.**

\_\_ I can define and identify an argument and claims made in a speech.

\_\_ I can identify reasons and evidence in a speech.

\_\_ I can trace the argument and specific claims in a speech.

\_\_ I can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims in a speech.

**\_\_ I can orally present claims and findings, emphasizing salient points in a focused, coherent manner.**

**\_\_ I can orally support claims and findings with relevant evidence, sound valid reasoning, and well-chosen details.**

**\_\_ I can use appropriate eye contact, adequate volume, and clear pronunciation when speaking.**

\_\_ I can recognize and use strategies and techniques for presenting claims/findings, organizing them logically, and supporting them with relevant evidence, sound valid reasoning, and well-chosen details in oral presentations.

\_\_ I can determine appropriate eye contact, volume, and pronunciations in diverse speaking environments.

\_\_ I can distinguish between formal and informal speaking styles and use formal style in academic settings.

## Presentation of Knowledge and Ideas

**\_\_ I can include multimedia components (e.g., graphics, images, music, sound) and visual displays in oral presentations to clarify information, strengthen claims and evidence, and add interest.**

\_\_ I can understand how to access and use the Internet, varied word processing, presentation, and communication software, multimedia components, including graphics, images, music, sound, etc., and visual displays for clarifying, strengthening, and adding interest to information in oral presentations.

\_\_ I can determine which multimedia components/visual displays best clarify/strengthen/heighten oral presentations.

\_\_ I can download, save, upload, link, and attach varied formats of files.

**\_\_ I can adapt speech to a variety of contexts and tasks.**

**\_\_ I can demonstrate appropriate command of formal English when speaking in a variety of contexts.**

\_\_ I can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.

\_\_ I can match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences.

\_\_ I can distinguish between formal and informal English.

\_\_ I can demonstrate command of grade-level language standards (L.8.1 & 3).