

Grade 8

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Subject	Grade	Strand	Standard	Benchmark

Grade 8: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - read text with accuracy; and - adjust reading rate based on difficulty.		<i>Supported:</i> The student will read text with accuracy.	<i>Participatory:</i> The student will: - accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and - identify pictures or symbols to indicate the next step in a familiar activity.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.8.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.8.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.8.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.8.1.6.4	- categorize key vocabulary and identify salient features;		
LA.8.1.6.5	- relate new vocabulary to familiar words;		
LA.8.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.8.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.8.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.8.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.8.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.8.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.		
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine the meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine the meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with diphthongs; - recognize and use common suffixes (-ed, -ing); - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; and - select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.8.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.8.1.7.2	- analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning;
LA.8.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.8.1.7.4	- identify cause-and-effect relationships in text;
LA.8.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.8.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.8.1.7.7	- compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
LA.8.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of text formats (e.g., stories, letters, reports) and use the information to construct meaning; - determine the main idea or essential message in text through guided retelling and identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers; - identify a theme shared by two or more fiction and nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections; - determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened; - identify explicit cause/effect relationships in stories and informational text; - identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers; - recognize a theme shared by two fiction or nonfiction selections; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, actions, and settings in read-aloud narrative and informational text; - respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities; - recognize details and what happened in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., caring); and - use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
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Grade 8: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.8.2.1.1	- identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
LA.8.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.8.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.8.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.8.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.8.2.1.6	- compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
LA.8.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.8.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.8.2.1.9	- describe changes in the English language over time, and support these descriptions with examples of literary texts; and
LA.8.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - identify similarities and differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify story elements (e.g., character, setting, plot, problem/solution, tone) in stories and drama; - identify examples of literary devices (e.g., sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry; - identify a common theme in more than one literary genre; - describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences; - identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre; - identify examples of literary devices (e.g., expression, tone) in literature; - identify information about the historical time periods reflected in literary works; - distinguish differences in vocabulary and language used in contemporary and historical texts; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - identify basic characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify basic story elements (character, setting, problem/solution) in fiction; - identify examples of literary devices (e.g., rhyme, rhythm, descriptive language) in poetry; - identify a common theme in more than one literary work; - describe how the characters, problem/solution, or theme in a literature selection connect to life experiences; - identify a common theme in more than one literary work; - identify common literary devices (e.g., point of view, figurative language, idioms) in stories; - identify information about characters, settings, and events reflected in historical stories; - identify differences in vocabulary used in historical and contemporary stories; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - recognize characters, objects, and actions in read-aloud literature from various genres (e.g., fiction, poetry, drama); - recognize words that describe people, objects, and actions in read-aloud literature; - recognize familiar read-aloud stories, poems, or drama with a theme (e.g., bravery); - use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature; and - select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.8.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		
LA.8.2.2.2	- synthesize and use information from the text to state the main idea or provide relevant details;		
LA.8.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);		
LA.8.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and		
LA.8.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); - use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, how, what happened); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom and school activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 8: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.8.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;	
LA.8.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and	
LA.8.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will prewrite by :</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., prior knowledge, discussions, printed material, lists, graphic organizers); - identifying the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing; and - using graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence. 	<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., brainstorming, graphic organizers, group discussions, printed materials) to plan for writing; - identifying the purpose (e.g., inform, entertain) and intended audience for the writing; and - using a graphic organizer to arrange main ideas and supporting details in a logical sequence. 	<p><i>Participatory:</i> The student will select information about familiar persons objects, activities, or events as the topic of communication.</p>

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:	
LA.8.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
LA.8.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.8.3.2.3	- analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will draft writing by: - using a prewriting plan to develop central idea and related main ideas and supporting details; and - organizing plan into a logical sequence that fits the purpose of the writing.	<i>Supported:</i> The student will draft writing by: - using a prewriting plan to develop the main idea and supporting details; and - organizing writing into a logical sequence according to the purpose.	<i>Participatory:</i> The student will make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.8.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.8.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;		
LA.8.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.8.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and modifying details to communicate the purpose; - rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary; and - using tools and strategies (e.g., checklists, rubrics, dictionary, teacher review, peer review) to improve writing. 	<p><i>Supported.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas; - improving connections between main idea and details with prompting; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher review, peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</p>	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:	
LA.8.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.8.3.4.2	- capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);	
LA.8.3.4.3	- punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;	
LA.8.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.8.3.4.5	- subject/verb agreement, noun/pronoun agreement.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource; - capitalization, including proper nouns, the pronoun "I," days of the week and months of the year, and initial word of sentences; - end punctuation, quotation marks in dialogue, and commas in dates; - singular and plural nouns; and - verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," initial word of sentences, and days of the week; - end punctuation (period and question mark) for sentences; - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.8.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.8.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.8.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.
<ul style="list-style-type: none"> - prepare writing appropriate for the audience and purpose; - use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing; and - share writing with the intended audience. 		<ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and margins and graphics or illustrations to support written text; and - share writing with the intended audience. 	

Grade 8: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.8.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and		
LA.8.4.1.2	- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot; and - write expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. 		<ul style="list-style-type: none"> - write narratives about events that include a main idea, descriptive details, characters, and a sequence of events; and - write expressive forms (e.g., poems and skits) that include rhythm and rhyme, or dialogue using a guided format. 	<ul style="list-style-type: none"> - communicate information that tells about persons, objects, and activities; and - recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.8.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.8.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;		
LA.8.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;		
LA.8.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.8.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., journal, log, summary); - record information (e.g., lists, map labels, charts, graphs, legends) related to a topic; - write expository paragraph that includes a topic sentence, supporting details and relevant information; - compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model; and - write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs/tables). 		<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary); - record information (e.g., lists, map labels, charts) related to a topic; - write expository text that includes a topic sentence and relevant information about the topic; - compose informal invitations, friendly messages and thank-you notes using a model; and - write functional text (e.g., two-step directions, labels, basic recipes, informational posters). 	<ul style="list-style-type: none"> - communicate information about persons, objects, activities, or events using pictures, symbols, or words; - communicate information about classroom activities; - communicate greetings and invitations to others to engage in an activities; and communicate appreciation; and - express preferences and choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.8.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and		
LA.8.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.		<i>Supported.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 8: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.8.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.		<i>Supported.</i> The student will write words and sentences with proper spacing and sequencing.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.8.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;		
LA.8.5.2.2	- use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;		
LA.8.5.2.3	- select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);		
LA.8.5.2.4	- research, organize, and effectively deliver speeches to entertain, inform, and persuade; and		
LA.8.5.2.5	- demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing; - use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic, and respecting the viewpoints of others; - manipulate oral language for clarity by adding or deleting words to express the same thought or idea; - gather information and give brief speeches; and - use appropriate language choices, eye contact, body language, and gestures when presenting. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details; - listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations; - choose words and phrases to orally express a message for a specified purpose; - give informal oral presentations about a topic; and - use appropriate language choices, body language, and eye contact when presenting. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - listen and respond to verbal messages from a variety of speakers; and - communicate information or preferences and respond purposefully in a variety of situations. 	

Grade 8: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.8.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.8.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.8.6.1.3	- create a technical manual or solve a problem.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to complete consumer or other real-world tasks.
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); and - identify and use multiple sources of information (e.g., consumer, workplace, other real-world situations) to carry out procedures, solve problems, and make decisions. 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks. 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.8.6.2.1	- select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;		
LA.8.6.2.2	- assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;		
LA.8.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and		
LA.8.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		

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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic, adapt a predetermined search plan and use evaluative criteria (e.g., relevance, special features) to locate information in references and other resources; - record and organize information by topic using multiple sources (e.g., digital and print texts, maps, charts, graphs, photographs) and check factual information in reference materials; - write a report that includes main idea (s) and relevant details in an organized sequence, a concluding statement, and a list of sources used; and - record bibliographic data using a template and identify ethical practices for using information (e.g., knowing the difference between copying material from a text, using own words). 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources; - read and record information from references or other sources to answer search questions; - write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - select a person or object to learn about and use a teacher-recommended source for information; - obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about persons, objects, activities, or events using pictures, symbols, or words; and - identify objects, books or print material that belong to others.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.8.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.8.6.3.2	- demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
LA.8.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media; - use media with graphics, sound, or color to communicate information on a topic; and - identify persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - recognize production elements of color, sound, and motion used in media; - use media with sound or color to complete tasks; and - identify examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - respond to production elements of motion, sound, and color used in media; and - use media to obtain information.

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.8.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	
LA.8.6.4.2	- evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
- use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a topic.	- use appropriate available technologies to enhance communication; and - use technology tools to present a topic or story with text and graphics.	- use appropriate available technologies to enhance communication; and - use a technology tool to communicate information to a familiar person in various settings.