

Pocatello/Chubbuck School District #25
ENGLISH LANGUAGE ARTS
Unit 4: Oral & Digital Communication

Grade: 8

Pacing: 5-7 Weeks

Unit Overview

Purpose: The purpose of this unit is to address student needs at the discretion of the teacher, with an emphasis on oral and digital communication.

Prerequisites: After completing the previous three units, learners will have covered all 8th grade standards.

New & Continued Learning: Learning will build upon and strengthen students' understanding of 8th grade standards, based on deficits in understanding and ability as observed by the teacher.

REQUIRED SUMMATIVE ASSESSMENT (Administered as an 'Oral/Digital Presentation')	
Learning Intention	In this unit, students will fine-tune oral and digital skills previously used throughout the year.
Success Criteria	Sample Narrative Presentation Rubric Informative Presentation Grading Rubric Oral Argument Grading Rubric
Exemplars	Will be readily available at CAMP meetings and PLCs

WRITING FOCUS AND ACCOMPANYING STANDARD	Learning Intentions	Success Criteria
W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.	In this unit, students will apply a variety of writing skills to communicate effectively for the assigned purpose and type of writing.	Surface - I can recall and recognize key features in a specific type of writing. Deep - I can explain the purpose of various types of writing. Transfer - I can design and produce a piece of writing that effectively communicates the purpose of the writing.

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READING FOCUS AND ACCOMPANYING STANDARD	Learning Intentions	Success Criteria
RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	In this unit, students will demonstrate the ability to read and comprehend a variety of texts.	Surface - I can summarize a piece of text. Deep - I can infer meanings of various words and passages. - I can synthesize information and themes found in various texts. Transfer - I can reflect on the significance of genres, cultures, and perspectives found in various texts.

ORAL AND DIGITAL COMMUNICATIONS FOCUS STANDARD	Learning Intentions	Success Criteria
8.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one’s views considering new evidence heard. 8.ODC-OC.2 Analyze the purpose of information presented in diverse media and formats (e.g.,	In this unit, students will fine-tune oral and digital skills previously used throughout the year.	Surface - I can define and identify narrative elements in an oral or digital presentation. Deep - Given a prompt, I can create an oral or digital presentation that incorporates relevant narrative elements. Transfer - I can produce and present digital displays to clarify and strengthen my narrative.

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visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation. ● 8.ODC-OC.1 Analyze 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. ● 8.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. ● 8.ODC-DC.5 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. ● 8.ODC-DC.6 Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). ● 8.ODC-DC.7 Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea. ● 8.ODC-DC.8 Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
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GRAMMAR AND CONVENTIONS FOCUS STANDARD		
● 8.GC-GU.1f Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	In this unit, learners will communicate effectively by keeping their audience and purpose in mind.	Surface ● I can define terms from the SD25 effective sentence progression. ● I can locate gerunds, participles, and infinitives in sentences. ● I can recognize differences between active and passive voice. Deep ● I can analyze terms from theSD25 effective sentence progression in another’s writing. Transfer ● I can produce writing which demonstrates competency of the SD25 effective sentence progression skills.
Suggested Assignments Grammar quiz		

KEY ACADEMIC VOCABULARY (Vocabulary based on teacher’s focus)
● Debate: affirmative/pro, negative/con, opening statement, closing statement, claim, rebuttal, moderator ● Figurative language: pun, verbal irony, hyperbole, onomatopoeia, oxymoron, allusion, imagery, simile, metaphor, personification, symbolism, alliteration, consonance, assonance, anaphora, epistrophe ● Poetry: haiku, rhyme scheme, stanza, line, figurative language, repetition ● Presentation: key message, overall message, main points/takeaways, body language, professionalism, visual aid design, audience

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CONTEXT: VETTED MATERIALS/RESOURCES

- *My Perspectives* Textbook and Online Resources
 - Pg. 86 Oral Presentation
 - Pg. 252 Oral Presentation
 - Pg. 338 Oral Presentation
 - Pg. 436 Speech
 - Pg. 524 Debate
- Monthly CAMP meetings
- Idaho Board of Education Exemplar Instructional Units
- Protected Novel Lists Grades 5-12 Do not use any book above grade level.