Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Acquisition of																
Vocabulary Standard																
A. Use context clues to determine the meaning of new vocabulary.																
1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, and cause and effect.																
B. Examine the relationships of analogical statements to infer word meanings.																
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.																
C. Recognize the importance and function of figurative language.																
2. Apply knowledge of connotation and denotation to determine the meaning of words.																
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.																
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.																
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.																
E. Use knowledge of roots and affixes to determine the meanings of complex words.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Acquisition of																
Vocabulary Standard - Cont..																
6. Use knowledge of Greek, Latin and Anglo-																
Saxon roots prefixes and suffixes to understand																
complex words and new subject-area vocabulary																
(e.g., unknown words in science, mathematics																
and social studies).																
F. Use multiple resources to enhance																
comprehension of vocabulary.																
8. Determine the meanings and pronunciations of																
unknown words by using dictionaries,																
thesauruses, glossaries, technology and textual																
features, such as definitional footnotes or																
sidebars.																
Reading Process: Concepts of Print																
Comprehension Strategies and Self																
Monitoring Strategies Standard																
A. Apply reading comprehension strategies to																
understand grade-appropriate texts.																
1. Apply reading comprehension strategies,																
including making predictions, comparing and																
contrasting, recalling and summarizing and																
making inferences and drawing conclusions.																
B. Demonstrate comprehension of print and																
electronic text by responding to questions (e.g.,																
literal, inferential, evaluative and synthesizing).																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Reading Process: Concepts of Print																
Comprehension Strategies and Self																
Monitoring Strategies Standard - Cont.																
2. Answer literal, inferential, evaluative and																
synthesizing questions to demonstrate																
comprehension of grade-appropriate print texts																
and electronic and visual media.																
C. Use appropriate self-monitoring strategies for																
comprehension.																
8. Monitor own comprehension by adjusting speed																
to fit the purpose, or by skimming, scanning,																
reading on or looking back or summarizing																
what has been read so far in text.																
Reading Applications: Informational,																
Technical and Persuasive Text Standard																
A. Evaluate how features and characteristics make																
information accessible and usable and how																
structures help authors achieve their purposes.																
1. Compare and contrast text features, including																
format and headers of various informational																
texts in terms of their structure and purpose.																
2. Identify and use the organizational structure of																
a text, such as chronological, compare-																
structures help authors achieve their purposes.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Reading Applications: Informational, Technical and Persuasive Text Standard Cont.																
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).																
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.																
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.																
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.																
C. Analyze whether graphics supplement textual information and promote the author's purpose.																
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.																
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.																
6. Identify an author's purpose and intended audience for the text.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Reading Applications: Informational, Technical and Persuasive Text Standard Cont.																
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.																
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).																
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.																
Literary Text Standard																
A. Analyze interactions between characters in literary text and how the interactions affect the plot.																
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.																
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.																
2. Analyze the influence of setting in relation to other literary elements.																
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and objective), and explain how voice affects literary text.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Literary Text Standard - Cont.																
C. Identify the structural elements of the plat and explain how an author develops conflicts and plot to place the events in literary text.																
3. Explain how authors pace actions and use subplots, parallel episodes and climax.																
D. Identify similar recurring themes across different works.																
5. Identify and explain universal themes across different works by the same author and by different authors.																
E. Analyze the use of a genre to express a theme or topic.																
6. Explain how an author's choice of genre affects the expression of a theme or topic.																
F. Identify and analyze an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.																
7. Identify examples of foreshadowing and flash back in a literary text.																
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.																
G. Explain techniques used by authors to develop style.																
9. Examine symbols used in literary texts.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Writing Process Standard																
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.																
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																
3. Establish a thesis statement for informational writing or a plan for narrative writing.																
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.																
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.																
2. Conduct background reading, interviews or surveys when appropriate.																
5. Use organizational strategies (e.g., notes and outlines) to plan writing.																
C. Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.																
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.																
7. Vary simple, compound and complex sentences structures.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													
Writing Process Standard - Cont.																
8. Group related ideas into paragraphs, including																
topic sentences following paragraph form, and																
maintain a consistent focus reinforced by																
parallel structures across paragraphs.																
9. Use precise language, action verbs, sensory																
details, colorful modifiers and style as																
appropriate to audience and purpose.																
10. Use available technology to compose text.																
11. Reread and analyze clarity of writing and																
consistency of point of view.																
12. Add and delete information and details to better																
elaborate on a stated central idea and																
to more effectively accomplish purpose.																
13. Rearrange words, sentences and paragraphs,																
and add transitional words and phrases to																
clarify meaning.																
14. Use resources and reference materials (e.g.,																
dictionaries and thesauruses) to select more																
effective vocabulary.																
D Edit to improve fluency, grammar and usage																
15. Proofread writing and edit to improve																
conventions (e.g., grammar, spelling,																
punctuation and capitalization) and identify and																
correct fragments and run-ons.																
E. Apply tools to judge the quality of writing.																
16. Apply tools (e.g., rubric, checklist and																
feedback) to judge the quality of writing.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Process Standard - Cont.																
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.																
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																
Writing Applications Standard																
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.																
1. Write narratives that:																
a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);																
b.use literary devices to enhance style and tone; and																
c. create complex characters in a definite, believable setting.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Applications Standard - Cont.																
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.																
2. Write responses to literature that organize an I insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.																
C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.																
3. Write business letters, letters to the editor and job application that:																
a. address audience needs, stated purpose and context in a clear and efficient manner;																
b. follow the conventional style appropriate to the text using proper technical terms;																
c. include appropriate facts and details;																
d. exclude extraneous details and inconsistencies; and																
e. provide a sense of closure to the writing.																
D. Use documented textual evidence to justify I interpretations of literature or to support a research topic.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Applications Standard - Cont.																
4. Write informational essays or reports, including																
research, that:																
a. pose relevant and tightly drawn questions																
that engage the reader;																
b. provide a clear and accurate perspective																
on the subject;																
c. create an organizing structure appropriate to																
the purpose, audience and context;																
d. support the main ideas with facts, details,																
examples and explanations from sources; and																
e. document sources and include bibliographies.																
E. Write a persuasive piece that states a clear																
position, includes relevant information and																
offers compelling evidence in the form of facts																
and details.																
5. Write persuasive composition that:																
a. establish and develop a controlling idea;																
b. support arguments with detailed evidence;																
c. exclude irrelevant information; and																
d. cite sources of information.																
Writing Conventions Standard																
A. Use correct spelling conventions.																
1. Spell high-frequently words correctly.																
B. Use correct punctuation and capitalization.																
2. Use correct punctuation and capitalization.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Conventions Standard - Cont.																
conventions of the English language.																
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).																
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).																
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.																
6. Use proper placement of modifiers.																
7. Maintain the use of appropriate verb tenses.																
8. Conjugate regular and irregular verbs in all tenses correctly.																
Research Standard																
A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is concluded.																
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and I investigation.																
B. Evaluate the usefulness and credibility of data and sources.																
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Research Standard - Cont.																
3. Explain the usefulness and accuracy of sources																
by determining their validity (e.g., authority																
accuracy, objectivity, publication date and																
coverage) and define primary and secondary																
sources.																
C. Organize information from various resources																
and select appropriate sources to support																
central ideas, concepts and themes.																
4. Select an appropriate structure for organizing																
information in a systematic way (e.g., notes,																
outlines, charts, tables and graphic organizers).																
5. Compile and organize important information,																
and select appropriate sources to support																
central ideas, concepts and themes.																
D. Use style guides to produce oral and written																
reports that give proper credit for sources																
(e.g., words, ideas, images, information) and																
include an acceptable form at for source																
acknowledgement.																
6. Integrate quotations and citations into written																
text to maintain a flow of ideas.																
7. Use style guides to produce oral and written																
reports that give proper credit for sources and																
and include and acceptable format for source																
acknowledgement.																
E. Communicate findings, reporting on the																
substance and processes orally, visually																
and in writing or through multimedia.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Research Standard - Cont.																
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.																
Communication:																
Oral and Visual Standard																
A. Use a variety of strategies to enhance listening comprehension.																
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).																
B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.																
2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.																
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Communication:																
Oral and Visual Standard - Cont.																
C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.																
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.																
D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentations techniques.																
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.																
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.																
7. Vary language choices as appropriate to the context of the speech.																
E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.																
8. Deliver informational presentations (e.g., expository, research) that:																
a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;																

Teacher: _____

EIGHTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Communication:																
Oral and Visual Standard - Cont.																
b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;																
c. include an effective clear introduction, and conclusion and use a consistent organizational structures (e.g., cause-effect, compare-contrast, problem-solution);																
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and																
e. draw from multiple sources, including both primary and secondary sources, and identify sources used.																
F. Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling ideas or thesis.																
10 Deliver persuasive presentations that:																
a. establish a clear position;																
b. include relevant evidence to support position and to address potential concerns of listeners; and																
c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).																
G. Give presentations using a variety of delivery methods, visual displays and technology.																
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.																