

Erie-Huron-Ottawa Effective Schools Consortium
Huron City Schools
Language Arts Performance Indicators
Grade 8

Grading Period	Difficulty Level	Performance Indicator
I. READING		
B. Acquisition of Vocabulary		
□ □ □ □		<p>[Affixes-Roots-Word Origins-Contextual Cues]</p> <p>26. Discover Greek, Latin, and Anglo-Saxon roots and affixes to unlock the meaning of unfamiliar vocabulary (from literature, drama, economics, civics, history, the sciences, math, art, music, etc.); identify additional technical words influenced by the above cultures. [R.8.2.6]</p>
□ □ □ □		<p>[Influence of Culture, Politics, History, etc.]</p> <p>30. Identify in fiction and non-fiction selections key cultural issues (e.g., immigration, unique customs and traditions, foods/clothing, etc.) political movements (e.g., campaign finance, the two-party system, governmental control, etc.), technological developments (e.g., fiber-optics, wireless communication, the internet, etc.), social issues (e.g., Prohibition, slavery, the Great Depression, etc.), and scientific developments (e.g., cloning, stem cell research, space exploration, etc.); explain their impact on the English language, and create a visual display that includes the issue, movement, or development in reference and the words or phrases that originated therein. [R.8.2.5]</p>
□ □ □ □		<p>[Overall Context - - inclusive of all cues]</p> <p>35. Show the contextual meaning of unfamiliar or difficult words in a passage by using each in an original sentence, accompanied by the type of ‘clue’ used to determine the meaning (e.g., cause-effect, definition, example, synonym-antonym, comparison-contrast, etc.). [R.8.2.1] [R.9.2.1] {7-10 Voc; Bmk A; Rdg. HSGQE # 5}</p>
□ □ □ □		<p>[Connotation and Denotation]</p> <p>42. Analyze a set of words from either a selection or a list of words as to their neutral or denotative term and their ‘loaded’ or connotative term - - both negative and positive; explain why an author might use the ‘loaded’ terms (connotative) compared with the neutral (denotative) term and display the analysis in a matrix. [R.8.2.2]</p>
□ □ □ □		<p>[Figurative Language]</p> <p>49. Identify and interpret figurative language (idioms, similes, metaphors, personification, and hyperbole) in poetry and fiction and non-fiction prose; explain why the author might have chosen each device to accomplish his or her purpose; or how the piece would be different without each device. [R.8.2.4] {7-10 Lit Txt; Bmk C, F; Rdg. HSGQE # 9}</p>
□ □ □ □		<p>[Analogies]</p> <p>55. Identify the relationship of the word pairs in analogies containing unknown words (i.e., synonym:synonym; synonym:antonym; part:whole; object:function; item:location; etc.), inferring the meaning of the unknown words. [R.8.2.3]</p>
□ □ □ □		<p>[Tools and Resources]</p> <p>61. Keep a log that includes “lists” of difficult words encountered; note the contextual definition, pronunciation, and the source from which the definition was confirmed (i.e., glossary, dictionary, internet site, specialty text, etc.). [R.8.2.7] [R.9.2.6] [R.10.2.6]</p>
C. Reading Processes: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies		
□ □ □ □		<p>[Author’s Purpose]</p> <p>8. Explain the author’s purpose and intended audience for writing a particular document or selection, citing text details to support the analysis. [R.8.4.6] [NS for Grade 7] {8-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2, # 3}</p>

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□ □ □ □		<p>[Adjust Reading Behavior To Purpose]</p> <p>11. Adjust the rate (skim, scan, reading-on, looking back) of reading according to purpose (e.g., enjoyment, literary experience, information, etc.); self-monitor by taking notes on or writing a summary of the text; list key questions and answers, and include a brief annotation which describes the reading behavior(s) used. [R.5.3.1, R.5.3.8, R.5.3.9] [R.6.3.1] [R.7.3.1, R.7.3.7] [R.8.3.3] [R.9.3.3]</p>
□ □ □ □		<p>[Prediction]</p> <p>22. Compile a list of predictions, inferences, and conclusions from a partially-read and/or scanned selection; confirm or adjust once reading is complete, citing evidence from the text. [R.8.3.1] [R.9.3.1] {7-9 Rdg. HSGQE # 8}</p>
□ □ □ □		<p>[Comparison/Contrast]</p> <p>30. Compare/contrast two or more elements in the <u>same</u> and <u>different</u> fiction or non-fiction selection, including specific literary elements in fiction and main ideas/supporting details in non-fiction, explaining how each contributes to the whole. [R.8.3.1]</p>
□ □ □ □		<p>[Literal, Interpretive, Evaluative Questions]</p> <p>52. Distinguish among various types of teacher-generated questions (i.e., literal, inferential/interpretive, evaluative, and synthesizing), and answer each question from appropriate print, electronic, and visual media, note location in text where answers are found. [R.7.3.6] [R.8.3.2] {8-10 Rdg. HSGQE # 1} {8-10 Comp; Bmk B; Rdg. HSGQE # 7}</p>
□ □ □ □		<p>[Independent Reading, Self-Monitoring, Evaluating Text]</p> <p>61. Maintain a personal reading journal of print and electronic materials read (i.e., short stories; articles; primary sources such as diaries, documents, etc.; technical manuals; essays, etc.); divide by <u>purpose</u> (to inform, to entertain, to persuade) and <u>type</u> (genre), selected with student-developed [teacher-approved] criteria such as personal interest, knowledge of the author, genre preference, recommendations from others. [R.8.3.4, R.8.3.5] [R.9.3.4, R.9.3.5]</p>
D. Reading Applications: Informational, Technical, and Persuasive		
□ □ □ □		<p>[Text Features]</p> <p>9. Utilize text features (i.e., format, headers, underlining, italics, side notes, foot notes, illustrations with captions) in various texts to obtain information about a specific topic. [R.8.4.1]</p>
□ □ □ □		<p>[Graphic Aids]</p> <p>15. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways, and overlays to amplify or clarify the relationship of the information in the text to make inferences and draw conclusions. [R.8.4.4]</p>
□ □ □ □		<p>[Rhetorical Style]</p> <p>38. Analyze an expository or persuasive selection to identify the development of key points in the author's argument, perspective, or viewpoint; display in web or other a graphic organizer. [R.8.4.7] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2, # 10}</p>
□ □ □ □		<p>39. Identify how the author cites facts, draws inferences, and presents opinion(s) in informational selections; display in a fact tree or hierarchy diagram. [R.8.4.8] [R.8.4.7] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2, # 10}</p>
□ □ □ □		<p>40. Analyze a selection to identify the author's organizational pattern (e.g., cause-effect, compare-contrast, simple listing, chronological sequence, etc.) explain why this pattern was selected (re: author's purpose), and evaluate its effectiveness; display as an annotated graphic organizer. [R.8.4.2] [R.9.4.1] [R.8.4.7] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2, # 10}</p>
□ □ □ □		<p>[Persuasive Techniques]</p> <p>45. Identify the persuasive techniques used by an author (e.g., repetition of supported facts, legitimate reference to emotions, values, fairness, logic, etc.; or propaganda devices such as bandwagon, testimonial, poisoning the well, stereotyping, bias, etc.) to make his/her argument; evaluate the adequacy, appropriateness, and accuracy (effectiveness) of the techniques used, citing both positive and negative examples. [R.8.4.5] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2}</p>

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□ □ □ □		[Consumer/Public Documents*] 55. Identify distinguishing characteristics* of consumer materials, public documents, and functional or workplace documents citing an example of each. [R.8.4.9]
□ □ □ □		[Compare Multiple Sources] 63. Compare and contrast at least two different sources (print articles, videos, electronic text, etc.) on the same topic, citing the bias, depth, and organization of the authors' message/ideas. [R.8.4.3]
E. Reading Applications: Literary Text		
□ □ □ □		[Types of Literature; Genres] 10. Explain how the author's choice of genre affects the expression of a theme or topic (e.g., Langston Hughes' poetry vs his short story about the plight of African-Americans in the early 20 th Century; <i>Brian's Song</i> as a play vs an autobiography). [R.8.5.6]
□ □ □ □		[Story Elements] {characterization} 22. Differentiate among various types of characters (e.g., flat, round, dynamic, or static); and explain how their interactions and conflicts affect the plot; display as a graphic (e.g., a character map). [R.8.5.1] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		{setting} 30. Determine the influence of setting on the other literary elements, referencing time and place and distinguishing details that are vital from those that are incidental or relatively unimportant. [R.8.5.2] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		{plot} 37. Describe how the authors pace action through the use of subplots, parallel episodes, placement of climax, and resolution(s). [R.8.5.3] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		[Theme] 49. Explain universal themes across different works by the same and different authors, citing specific details from the texts for support. [R.8.5.5]
□ □ □ □		[Mood/Tone] 57. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax. [R.8.5.8]
□ □ □ □		[Flashback/Foreshadowing/Symbolism/Irony] 59. Identify examples of foreshadowing and flashback in a literary text, explaining why an author might have decided to use one and/or the other (i.e., what would have been lacking had he/she <u>not</u> chosen to do so?). [R.8.5.7]
□ □ □ □		{symbols} 60. Interpret symbols used in literary texts (e.g., colors, political or religious objects, 'recurrent' images, extended metaphors, etc.), explaining why an author might have decided to use each one - - what impact each has on the selection. [R.8.5.9]
□ □ □ □		[Point-of-View/Voice] 70. Compare/contrast the points of view in two or more selections (i.e., first and third person limited, omniscient, objective, and subjective), and explain how 'voice' (e.g., who is writing the story -- a child, an animal or plant, a parent, etc.) affects the story. [R.8.5.4]
II. WRITING PROCESS		
A. The Writing Process		
Pre-Writing		
□ □ □ □		[Background] 3. Conduct background reading, interviews, surveys (as needed) to prepare for writing. [W.5.1.2] [W.6.1.2] [W.7.1.2] [W.8.1.2]

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□ □ □ □		<p>[Focus on Prompt] 10. Determine purpose and audience (e.g., adapt focus, content structure, and point of view) as appropriate to topic. [W.8.1.4] [W.9.1.4] [W.10.1.4] {8-10 Wrtg App; Bmk A, B, D; Wrtg HSGQE}</p>
□ □ □ □		<p>[Pre-Write] 13. Plan writing products in response to prompt (topic, audience, and purpose); include --</p> <p>(a) appropriate organizational structure (e.g., cause-effect, problem-solution, compare-contrast, chronological sequence, etc.)</p> <p>(Fiction)</p> <ul style="list-style-type: none"> • basic premise (characters, setting, problem or conflict for ‘plot’) <p>(Personal Narrative)</p> <ul style="list-style-type: none"> • basic who/what/when/where; central purpose (entertain, inform, reminisce, etc.) <p>(Non-Fiction)</p> <ul style="list-style-type: none"> • thesis idea to be developed with supporting detail; overall purpose (inform, entertain, persuade, reflect, etc.) <p>(b) engaging introduction: setting forth “thesis idea” in <u>non-fiction</u> or characters/setting/situation in <u>fiction</u></p> <p>(c) planned body: points that show how thesis idea will be developed (sequence, supporting detail) in <u>non-fiction</u> or how plot lines (conflicts, problems to solve) will be developed in <u>fiction</u></p> <p>(d) effective conclusion: closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry in <u>non-fiction</u> or ties off plot lines, presents a surprise twist, or opens a ‘next chapter’ in <u>fiction</u></p> <p>[W.6.1.1, W.6.1.2, W.6.1.3, W.6.1.4, W.6.1.5, W.6.1.6] [W.7.1.1, W.7.1.2, W.7.1.3, W.7.1.4, W.7.1.5, W.7.1.6] [W.8.1.1, W.8.1.2, W.8.1.3, W.8.1.4, W.8.1.5, W.8.1.6] [W.9.1.1, W.9.1.2, W.9.1.3, W.9.1.4, W.9.1.5, W.9.1.6] [W.10.1.1, W.10.1.2, W.10.1.3, W.10.1.4, W.10.1.5, W.10.1.6] [W.11.1.1, W.11.1.2, W.11.1.3, W.11.1.4, W.11.1.5, W.11.1.6] [W.12.1.1, W.12.1.2, W.12.1.3, W.12.1.4, W.12.1.5, W.12.1.6] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #2} {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #3}</p>
Drafting, Revising, Editing		
□ □ □ □		<p>[Organizing] {fiction; narrative} 17. Plan an engaging introduction that presents character, setting, and situation. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>18. Plan a body that develops plot (conflicts, problems) in proper sequence. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>19. Plan a conclusion that ties off plot lines (resolution), presents a surprise twist, or opens a ‘next chapter.’ [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>{non-fiction} 21. Plan an engaging introduction that presents the thesis idea. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>22. Plan a body that develops the thesis idea with supporting details. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>23. Plan a conclusion that presents a closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry. [W.4.1.5] [W.5.1.6] [W.6.1.6] [W.7.1.6] [W.8.1.6]</p>
□ □ □ □		<p>[Composing] 25. Use available technology to compose formal writing products. [W.1.1.8] [W.2.1.9] [W.3.1.9] [W.4.1.9] [W.5.1.10] [W.6.1.10] [W.7.1.10] [W.8.1.10] [W.9.1.10] [W.10.1.10] [W.11.1.10] [W.12.1.10]</p>

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□ □ □ □		<p>{sentences}</p> <p>32. Use a variety of sentence structures and lengths (i.e., simple, compound, complex); include coordinating and subordinating conjunctions and dependent/independent clauses; and parallel or repetitive sentence structure.</p> <p>[W.8.1.7; W.8.3.4; W.8.3.5] [W.9.1.7; W.9.3.3; W.9.3.4] [W.10.1.7; W.10.3.3; W.10.3.4] [W.11.1.7; W.11.3.3] [W.12.1.7; W.12.3.3] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}</p>
□ □ □ □		<p>{paragraphs}</p> <p>34. Group related ideas into multiple paragraphs that - -</p> <p>(a) include topic sentences (b) include supporting sentences (c) include indentation (d) maintain consistent focus across paragraphs by using transitional words and phrases</p> <p>[W.4.1.7] [W.5.1.8] [W.6.1.8] [W.7.1.8] [W.8.1.8] {K-4 Wrtg App; Bmk A, B, C, D; OPT #2}</p>
□ □ □ □		<p>{language}</p> <p>38. Use precise language, action verbs, sensory details, colorful modifiers, and style appropriate to the audience, purpose, and topic to compose written products; avoids inappropriate slang or informal language. [W.7.1.9] [W.8.1.9] [W.9.1.9; W.9.1.15] [W.10.1.9; W.10.1.15] [W.11.1.9; W.11.1.15] [W.12.1.9; W.12.1.15] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #3} {8-10 Wrtg App; Bmk A; Wrtg HSGQE #6}</p>
□ □ □ □		<p>[Vocabulary]</p> <p>40. Use resources to enhance vocabulary (dictionaries, word wall, word bank, thesaurus, etc. appropriate to grade level). [W.K.1.8] [W.1.1.11] [W.2.1.12] [W.3.1.13] [W.4.1.13] [W.5.1.14] [W.6.1.14] [W.7.1.14] [W.8.1.14] {K-4 Wrtg Proc; Bmk B, D, E, G; Wrtg. OPT #4, #6}</p>
□ □ □ □		<p>[Revising/Editing] {additions/deletions/re-arrangements}</p> <p>49. Review written manuscripts using the Writing Rubric to note and revise the following: [W.8.1.16]</p> <p>(a) clarity [W.8.1.11] (b) extraneous detail [W.8.1.12] (c) lack of detail [W.8.1.12] (d) arrangement of words, phrases, sentences [W.8.1.13] (e) fragments or run-ons [W.8.1.15] (f) consistent point of view [W.8.1.11] {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #2, #3}</p>
□ □ □ □		<p>[Editing/Proofreading]</p> <p>54. Eliminate inappropriate slang or informal language. [W.6.1.15] [W.7.1.15] [W.8.1.15]</p>
□ □ □ □		<p>55. Make corrections in capitalization, punctuation, spelling, and grammar [see also section C. of the matrix - - Conventions and the Conventions portion of the Writing Rubric]</p> <p>[W.6.1.15; W.6.3.1; W.6.3.3] [W.7.1.15; W.7.3.2; W.7.3.3] [W.8.1.15; W.8.3.1; W.8.3.2] [W.9.1.15; W.9.3.1; W.9.3.2] [W.10.1.15; W.10.3.1; W.10.3.2] [W.11.1.15; W.11.3.1; W.11.3.2] [W.12.1.15; W.12.3.1; W.12.3.2]</p>
Publication		
□ □ □ □		<p>56. Rewrite (illustrate, etc.) for display, sharing. [W.K.1.9] [W.1.1.14] [W.2.1.15] [W.3.1.16] [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]</p>
□ □ □ □		<p>57. Use available technology and graphics to enhance final product and/or presentation. [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]</p>
□ □ □ □		<p>58. Follow format or guidelines for final submission (e.g., cover sheet, margins/indents, tables/charts, graphs, drawings, table of contents, columns, headings, etc.). [W.4.1.16] [W.5.1.17] [W.6.1.17] [W.7.1.17] [W.8.1.17]</p>

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B. Writing Applications (Products)		
□ □ □ □		<p>[Short Story; Narratives]</p> <p>10. Write personal narratives, reflective journal entries, or short stories that - -</p> <ul style="list-style-type: none"> (a) sustain reader interest by pacing action and developing an engaging plot (using e.g., tension, suspense, surprise, foreshadowing, etc.) (b) use literary devices to enhance style and tone (c) create and fully-develop complex characters (d) are placed in a definite, believable setting (making location and time clear) (e) reflect the Processes and Conventions set forth in the Writing Rubric <p>[W.8.2.1]</p>
□ □ □ □		<p>[Response to Literature]</p> <p>19. Write responses to literature that organize an insightful interpretation around several clear ideas, premises, or images; follow the Processes and Conventions set forth in the Writing Rubric, and support judgments with specific references to - -</p> <ul style="list-style-type: none"> (a) the original text (b) other texts (c) the authors (d) prior knowledge <p>[W.8.2.2] [W.9.2.2] [W.10.2.2] {7, 8 Info Txt; Bmk B, D; Rdg. HSGQE #4}</p>
□ □ □ □		<p>[Informal Writing]</p> <p>35. Produce informal writings (e.g., personal journals, response journals, notes, poems) for a variety of purposes (e.g., reflection, recording information, as a learning tool, enjoyment, communication between students, students and teacher, etc.). [W.5.2.5] [W.6.2.6] [W.7.2.6] [W.8.2.6] [W.9.2.6] [W.10.2.6] [W.11.2.6] [W.12.2.6]</p>

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□ □ □ □		<p>[Informational Writing]</p> <p>41. Write an informational essay or report based on research that poses relevant, lightly-drawn questions to engage the reader; provides a clear and accurate perspective on the subject; has an organizational structure appropriate to the purpose, audience, and context; supports the main ideas with facts, details, examples, and explanations from multiple primary and secondary sources;* and documents sources in a correctly-developed bibliography; the product must also include - - [W.8.2.4]</p> <ul style="list-style-type: none"> (a) student-composed open-ended questions for research, modified during inquiry and investigation [Rs.8.1] (b) information from multiple <u>valid</u> primary and secondary sources* (i.e., <i>appropriate</i> to audience, purpose, and context; <i>useful</i> re: accuracy, relevance, timely publication date; <i>viable</i> re: authoritative, informed, complete in range and depth of coverage; <i>objective</i> re: unbiased) [Rs.8.2; Rs.8.3] (c) important information compiled and organized to support the central ideas, concepts, and themes of the topic, including - - <ul style="list-style-type: none"> (1) an appropriate structural pattern (e.g., cause-effect, compare-contrast, chronological sequence, problem-solution, etc.) (2) numerical and statistical data displayed in appropriate charts, tables, graphs, and diagrams (3) a graphic organizer as a “pre-write” [Rs.8.4; Rs.8.5] (d) quotations and citations integrated into the written text, maintaining the flow of ideas [Rs.8.6] (e) adherence to style guidelines for the written and oral presentation, including the appropriate format for acknowledging sources used [Rs.8.7] (f) the Processes and Conventions set forth in the Writing Rubric (g) a presentation using a variety of communication techniques (oral, visual, written, and multi-media) to support a clear position about the topic or research question and to provide an appropriate balance between <u>researched</u> information and <u>original</u> ideas [Rs.8.8; C.8.8] {7-10 Rsrch; Bmk B; Rdg. HSGQE #12} <p>* primary sources: diaries, observations, surveys, interviews, manuscripts, historic documents such as the Declaration of Independence, treaties, etc.</p> <p>* secondary sources: traditional reference books, trade books, textbooks, etc., both print and electronic (CD-ROMs, the Internet, etc.)</p>
□ □ □ □		<p>[Persuasive]</p> <p>46. Write persuasive compositions that establish and develop a controlling idea or argument; support arguments with detailed evidence, facts, and/or survey results; exclude irrelevant information; and cite external sources of information used. [W.8.2.5] [W.9.2.5]</p>
C. WRITING CONVENTIONS *designates lists or definitions accompanying the Language Arts Curriculum		
Spelling		
□ □ □ □		24. Use appropriate spelling conventions in written compositions. [W.8.3.1] [W.9.3.1] [W.10.3.1] [W.11.3.1] [W.12.3.1]
Punctuation		
□ □ □ □		34. Punctuate written compositions with end-points, commas, apostrophes, colons, semi-colons, hyphens, dashes, parentheses, brackets, etc. [W.7.3.2] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]
Capitalization		
□ □ □ □		38. Capitalize proper nouns in written compositions. [W.3.3.10] [W.4.3.6] [W.5.3.5] [W.6.3.4] [W.7.3.4] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]
Grammar and Usage		
□ □ □ □		<p>[Nouns]</p> <p>43. Use regular, irregular, plural, and possessive nouns in written compositions. [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Grade 9] [NS for Grade 10] [W.11.3.3] [W.12.3.3]</p>

Grading Period	Difficulty Level	Performance Indicator
□ □ □ □		[Modifiers] 46. Use adjectives and adverbs creatively to enrich written compositions. [W.7.3.5] [W.8.3.3]
□ □ □ □		47. Use proper placement of modifiers. [W.8.3.6] [W.9.3.5] [W.10.3.5] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Subject-Verb Agreement] 49. Use subjects and verbs that are in agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases in written compositions. [W.6.3.8] [W.7.3.7] [W.8.3.4] [W.9.3.3] [W.10.3.3] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Verbs] 52. Conjugate regular and irregular verbs in all tenses for use in written compositions. [W.7.3.8] [W.8.3.8]
□ □ □ □		53. Use appropriate verb forms (past, present, future; transitive, intransitive, linking, and irregular verbs; and active and passive voice) to enrich written compositions. [W.6.3.6] [W.7.3.5] [W.8.3.7] [W.9.3.6] [W.10.3.4] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Nouns-Pronouns] 57. Use nouns (antecedents) and pronouns that are in agreement (i.e., <u>personal</u> – I, you, he, she, etc.; <u>possessive</u> – my, your, hers, his, etc.; <u>objective</u> – me, us, it, etc.; <u>nominative</u> – I, you, he, she, etc.; <u>indefinite</u> – all, everyone, few, much, etc.; and <u>relative</u> – that, which, who, whom, etc.) to enrich written compositions. [W.6.3.7] [W.7.3.5] [W.8.3.3] [NS for Grade 9, 10] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Prepositions/Interjections] 60. Use interjections in written compositions. [W.4.3.8] [W.5.3.11] [W.6.3.5] [W.7.3.5] [W.8.3.3]
□ □ □ □		[“Sticklers”] 61. Correct common usage errors in written compositions (e.g., affect-effect; among/between; accept/except). [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Gr. 9, 10] [W.11.3.3] [W.12.3.3]
□ □ □ □		62. Use gerund, infinitive, and participial phrases in written products and place the modifiers appropriately in written compositions. [W.8.3.4; W.8.3.6] [W.9.3.3; W.9.3.5] [W.10.3.3; W.10.3.5] [W.11.3.3] [W.12.3.3]
□ □ □ □		63. Use parallel structure to present items in a series and items juxtaposed for emphasis in written compositions. [W.8.3.5] [W.9.3.4] [W.10.3.4] [W.11.3.3] [W.12.3.3]
III. RESEARCH		
□ □ □ □		Grade 8 merged Research with Writing Applications and Communication; individual standards will appear on <i>Curriculum Map</i> [Rs.8.1 – 8.8] [C.8.8] [W.8.2.4]

Grading Period	Difficulty Level	Performance Indicator
IV. COMMUNICATION		
A. Listening		
□ □ □ □		<p>17. Complete a listening/viewing guide to demonstrate active listening of a spoken or media presentation; include the following:</p> <ul style="list-style-type: none"> (a) identify the presence or lack of <u>clarity</u> in <i>ideas</i>, supporting or illustrative <i>details</i>, <i>purpose</i>, tone/<i>viewpoint</i> [C.8.1] (b) identify the <u>organizational pattern</u> of essential information (e.g., compare-contrast, problem-solution, listing of detail, cause-effect, etc.) (c) note ‘<u>cues</u>’ such as change in pace, tone, volume, body language [C.8.1] (d) analyze <u>persuasive technique(s)</u> chosen (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition, bait-and-switch, poisoning the well, etc.) for <i>desired vs actual</i> effect [C.8.2] (e) determine the speaker’s <u>credibility</u> by noting hidden agendas, slanted or biased materials, limited experience, and/or research, and fallacies of reasoning (e.g., over-generalizations, testimonials, etc.) [C.8.3] (f) identify the speaker’s choice of language and delivery styles; (e.g., repetition of a key phrase or image, appeal to emotion or patriotism, eye contact and body language, etc.) [C.8.4]
B. Speaking Skills and Strategies		
□ □ □ □		<p>[Vocal Qualities/Body Language]</p> <p>1. Speak clearly and understandably using developmentally appropriate enunciation and articulation. [C.K.4] [C.1.4] [NS for Grade 2] [C.3.6] [C.4.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.10.6] [C.11.6] [C.12.6]</p>
□ □ □ □		<p>2. Use effective developmentally appropriate body language; i.e.,</p> <ul style="list-style-type: none"> (a) sit or stand to face listener(s) (b) maintain eye contact (c) avoid distracting mannerisms (d) use gestures for emphasis <p>[NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p>
□ □ □ □		<p>3. Use effective volume, tempo, phrasing, pauses, and intonation to maintain listener interest and impact listener response through vocal emphasis or stress on important details or ideas. [NS for Grade 1] [C.2.7] [C.3.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.9.6] [C.10.6] [C.11.6] [C.12.6]</p>
□ □ □ □		<p>[Language]</p> <p>4. Demonstrate developmentally appropriate command of the English language (grammatical, usage conventions). [C.2.5] [C.3.4] [C.4.4] [C.5.5] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p>
□ □ □ □		<p>5. Use diction and language relevant to the topic and purpose of the presentation and appropriate to the audience. [C.2.6] [C.3.5] [C.4.5] [C.5.6] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]</p>
□ □ □ □		<p>[Content]</p> <p>6. Adjust speaking content (ideas, language, organization, etc.) as per listener reaction and/or context of the presentation. [C.3.7] [C.4.7] [C.5.7] [C.6.7] [C.7.7] [C.8.7] [C.9.7] [C.10.7] [C.11.7] [C.12.7]</p>
□ □ □ □		<p>[Visual Aids]</p> <p>7. Use visual aids, props, or media to enhance oral presentation. [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]</p>
C. Speaking Applications		
□ □ □ □		<p>[Extemporaneous/Informal]</p> <p>8. Deliver an extemporaneous presentation that <u>describes</u> an event, object, person, a personal experience; include sensory images to fully, vividly describe the ‘subject,’ present the information in logical order, include a compelling introduction and a summary conclusion, and follow the other guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]</p>

Grading Period	Difficulty Level	Performance Indicator
□ □ □ □		<p>[Formal Descriptive]</p> <p>11. Deliver formal <u>descriptive</u> presentations recalling a memorable event or personal experience; convey relevant information, specific descriptive details, and follow the guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]</p>
□ □ □ □		<p>[Formal Informational]</p> <p>Grade 8 merged formal informational presentation with Writing Applications and Research; in individual standards will appear in <i>Curriculum Maps</i> [W.8.2.4] [Rs.8.1 – Rs.8.8] [C.8.8]</p>
□ □ □ □		<p>[Persuasive]</p> <p>14. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> (a) establish and develop a logical and controlled argument (b) include relevant evidence, differentiating between evidence and opinion to support position (c) address counter arguments or listener bias (d) use appropriate organizational structure (i.e., cause-effect, compare-contrast, problem-solution) <p>[C.8.10]</p>

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