

8th Grade Language Usage

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 3: Writing Process			
3.1: Prewrite	56-64%	<p>8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.</p> <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.</p> <p>Main idea Writer's focus Topic sentence Thesis</p>	<p><u>Prewriting</u> ~ the first stage in the writing process includes deciding what to write about, collecting ideas and details making an outline or a plan. Prewriting strategies include brainstorming, using graphic organizers, notes, and logs.</p> <p><u>Writing</u> ~ the second step in the writing process, the transforming of thoughts, words, and phrases into sentences and paragraphs.</p> <p><u>Revising</u> ~ the third stage of the writing process in which a writer goes over the draft making changes in its content, organization, and style in order to improve it.</p> <p><u>Editing</u> ~ the fourth stage of the writing process in which a revised draft is checked for standard usage, varied sentence structure and appropriate word choice.</p> <p><u>Publishing</u> ~ the final stage of the writing process where a finished piece of writing is prepared so it can be presented to a larger audience.</p> <p><u>Audience</u> ~ the person who reads or listens to what the writer or speaker says.</p> <p><u>Purpose</u> ~ the aim of writing which may be to express, discover, record, develop, reflect on ideas, problem solve, entertain, influence, inform, or describe.</p> <p><u>Topic Sentence</u> ~ a sentence that expresses a main idea of a paragraph.</p>
3.1: Prewrite		<p>8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b)</p> <p>CL: D Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options.</p> <p>Organizational strategies: Introductory paragraph (with hook or lead) Supporting details Conclusion</p> <p>Organizational structure: e.g., Chronological order, Order of importance, Comparison and contrast, Spatial order, Classification and definition, Cause and effect</p>	

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3.1: Prewrite		<p>8.LA.3.1.4 Match appropriate writing format to purpose and audience. (744.01.c)</p> <p>CL: D Content Limit: Items may include information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-8.</p> <p>[Note: Also includes grade- appropriate formats such as biography and autobiography]</p> <p>Purpose Format Audience</p>	<p><u>Organization patterns (problem and solution, order of importance, chronological)</u> ~ the arrangement of main points and supporting details including: ~ when events happen or take place ~ details of a setting according to a location ~ a way of illustrating similarities and differences ~ a series of events in which one cause leads to an effect that in turn leads to another effect</p> <p><u>Graphic Organizer</u> ~ a visual way of organizing information including charts, graphs, clusters, and idea trees</p> <p><u>Outline</u> ~ a systematic arrangement of main and supporting ideas using roman numerals, letters, and numbers.</p> <p><u>Transitions</u> ~ a connecting word or phrase that clarifies relationships between details, sentences, or paragraphs</p> <p><u>Text features</u> (bold, underline, bullets, italics, headings, sidebars) ~ includes bold, underline, bullets, italics, headings, and sidebars.</p> <p><u>Graphics</u> ~ information displayed as pictures or images.</p> <p><u>Photographs</u> ~ a visual representation of real life.</p> <p><u>Usage</u> ~ the way in which people use language.</p> <p><u>Rubric</u> ~ an assessment tool (in chart form) of grading guidelines.</p> <p><u>Editing Checklist</u> ~ a list of questions used to analyze writing during the proofreading process.</p>
3.3: Revise		<p>8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (744.01; 744.02)</p> <p>CL: D Content Limit: Sequence</p> <p>Precise language Formal/informal language Consistent voice (just beginning)</p> <p>Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)</p>	<p>~ a connecting word or phrase that clarifies relationships between details, sentences, or paragraphs</p> <p><u>Text features</u> (bold, underline, bullets, italics, headings, sidebars) ~ includes bold, underline, bullets, italics, headings, and sidebars.</p> <p><u>Graphics</u> ~ information displayed as pictures or images.</p> <p><u>Photographs</u> ~ a visual representation of real life.</p> <p><u>Usage</u> ~ the way in which people use language.</p> <p><u>Rubric</u> ~ an assessment tool (in chart form) of grading guidelines.</p> <p><u>Editing Checklist</u> ~ a list of questions used to analyze writing during the proofreading process.</p>

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3.3: Revise		<p>8.LA.3.3.2 Add details and delete irrelevant or redundant information.</p> <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details).</p> <p>Adding relevant details Removing irrelevant details Eliminating redundant details</p>	<p><u>Editing Marks</u> ~ proofreading symbols.</p> <p><u>Narrative Writing</u> ~ a type of writing that tells a story or recounts an event.</p> <p><u>Creative Writing</u> ~ writing produced through imaginative skill.</p> <p><u>Expository Writing</u> ~ writing that aims at explaining or informing.</p> <p><u>Persuasive Writing</u> ~ writing that aims at convincing people to think or act in a specific way.</p> <p><u>Literary Response</u> ~ the act of evaluating a piece of literature.</p>
3.3: Revise		<p>8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c)</p> <p>CL: D Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases. Students may select the passage within which the transition words or phrases best clarify the passage meaning.</p>	
3.3: Revise		<p>8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c)</p> <p>CL: D Content Limit: Misplaced modifiers Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning.</p>	

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3.4: Edit		8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: C Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	
Standard 5: Writing Components			
5.2: Spelling Skills		8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. (744.02.a) CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series.	Parts of Speech <u>Noun</u> (concrete, abstract, collective, compound) ~ person, place, thing, or idea. ~ Concrete Noun - names a thing that is tangible or physical. ~ Abstract Noun - names something you cannot see or touch. ~ Collective Noun - a collection of persons, animals, or things. ~ Compound Noun - a noun made up of two or more words. <u>Verb</u> (action, linking, helping) ~ a word that expresses action or existence. ~ Action Verb - a verb that shows movement. ~ Linking Verb - links a subject to a noun or adjective in a predicate. ~ Helping Verb - helps to form some of the tenses and voice of the main verb. <u>Pronoun</u> ~ a word used in place of a noun. <u>Adjective</u> ~ a word used to describe a noun or a pronoun. <u>Adverb</u> ~ a word used to modify a verb, an adverb, or an adjective. <u>Preposition</u> ~ a word which shows how two words or ideas are related to each other.
5.2: Spelling Skills		8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a) CL: C Content Limit: Includes homophones and commonly confused words.	

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5.3: Sentence Structure	36-44%	<p>8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)</p> <p>CL: Content Limit:</p> <p>[Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]</p> <p>Skills assessed in previous grades are included.</p> <p>Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative)</p> <p>Subject-verb agreement</p> <p>Complete/incomplete sentences [and run-ons]</p> <p>Combining sentences to correctly form complete simple, compound, or complex sentences.</p>	<p><u>Conjunction</u> ~ connects individual words or groups of words.</p> <p><u>Sentence</u> (construction: simple, compound, complex, compound-complex; kind: declarative, interrogative, imperative, exclamatory) ~ a statement that expresses a complete idea.</p> <ul style="list-style-type: none"> ~ Simple Sentence - a sentence with only one complete thought. ~ Compound Sentence - a sentence that is made up of two or more simple sentences. ~ Complex Sentence - contains one independent clause and one or more dependent clause. ~ Compound/Complex Sentence - contains two or more independent clauses and one or more dependent clauses. ~ Declarative Sentence - makes a statement. ~ Interrogative Sentence - asks a question. ~ Imperative Sentence - makes a command. ~ Exclamatory Sentence - communicates strong emotion. <p><u>Subject-Verb Agreement</u> ~ an agreement in number between subject and verb</p> <p><u>Phrase</u> (verb, prepositional) ~ a group of words that acts in a sentence as a single part of speech</p> <ul style="list-style-type: none"> ~ Verb Phrase - consists of one or more auxiliary verbs followed by a main verb. ~ Prepositional Phrase - begins with a preposition and ends with a noun or pronoun. <p><u>Clause</u> (independent, dependent) ~ a group of words that has a subject and a predicate and is used as part of the sentence.</p> <ul style="list-style-type: none"> ~ Independent Clause - has a subject and a predicate and can stand alone in a sentence. ~ Dependent Clause - has a subject and a predicate but makes sense only when attached to a main clause. <p><u>Punctuation</u> (period, exclamation point, question mark, comma, semicolon, colon, apostrophe, quotation marks, hyphen) ~ marks used in writing.</p>
5.3: Sentence Structure		<p>8.LA.5.3.2 Use correctly: (744.02.a) • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs</p> <p>CL: C Content Limit: Skills assessed in previous grades are included.</p> <p>Examples: Past and present verb forms, including irregular verbs.</p>	
5.4: Conventions		<p>8.LA.5.4.1 Apply capitalization correctly in writing. (744.02.a)</p> <p>CL: C</p> <p>[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p>	

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5.4: Conventions		<p>8.LA.5.4.2 Use commas, including in appositives; use parentheses and semicolon.</p> <p>CL: C Content Limit: Items may specify the mark (comma, parentheses, semicolon) and may ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.</p> <p>[Apostrophe used to create singular and plural possessives is included.] [Hyphen is included.] [Punctuation of titles, works of art, ships, etc., is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound and complex sentences, Quotation marks and commas to punctuate dialogue, Colons before a list, End punctuation</p>	<ul style="list-style-type: none"> ~ Period (.) - mark used in a sentence that makes a statement. ~ Exclamation Point (!) - mark used in a sentence to express strong feeling. ~ Question Mark (?) - mark used after an interrogative sentence. ~ Comma (,) - used to indicate a pause or change in thought. ~ Semicolon (;) - mark used in place of a period or sometimes serves the same function as a comma. ~ Colon (:) - mark used in place of a period or sometimes serves the same function as a comma. ~ Apostrophe (') - used to show possession, to form plurals, or to show that a letter has been left out of a word. ~ Quotation Marks ("") - used to set off exact words of a speaker or to show that certain words are used in a special way. ~ Hyphen (-) - used to divide or join words. <p><u>Capitalization</u> ~ an uppercase letter used in proper names, and the beginning of a sentence.</p>

Cognitive level codes:
B: Memorize
C: Perform procedures
D: Demonstrate understanding
E: Conjecture, generalize, prove
F: Solve non-routine problems, make connections