

Grade 8

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| I=Introduce | D=Develop | M=Mastery | m=maintain |
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Reading Standards**Foundational Skills****Date Completed**

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| Use grade appropriate root words, word origins, and derivations. | M | |
| Identify and use grade appropriate synonyms, antonyms, and homonyms. | M | |
| Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature. <ul style="list-style-type: none"> Identify, summarize, and evaluate literary elements of theme, conflict, characterization, setting, and plot. Identify components of plot (e.g. exposition, rising action, climax, falling action, resolution) in a variety of literary works. Define and identify examples of imagery. | D | |
| Identify and analyze a variety of literary techniques (e.g. figurative language, allusion, dialogue, description, word choices, dialect) within classical and contemporary works representing a variety of genres. <ul style="list-style-type: none"> Locate, describe, and evaluate use of mood, tone, and symbolism in prose fiction, poetry, and drama. Identify, summarize, and evaluate literary elements of theme and conflict in novels. Explain and summarize setting, plot, characters, main event, conflict, and resolution. | D | |

Fluency and Comprehension Skills

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| Read grade-level materials with fluency, accuracy, and comprehension. | M | |
| Choose appropriate literature based on independent reading level. | D | |
| Adapt reading selection to genre and purpose (e.g. enjoyment, study, research, review, reading aloud.) | D | |
| Comprehend a broad range of reading materials. | D | |
| Apply reading strategies to improve understanding and fluency. | D | |
| Preview reading materials, make predictions, and relate reading to information from other sources. | D | |

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| Use information to form, explain, and support questions, and predictions. | D | |
| Use context clues to determine word meaning. | D | |
| Identify the meaning that applies to the context when a word has multiple meanings. | D | |
| Check and clarify for understanding (e.g. in addition to previous skills, draw comparisons to other reading). | D | |
| Summarize content and relate to purpose of text. | D | |
| Interpret and analyze narrative text using story elements, point of view, and theme. | D | |
| Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations. <ul style="list-style-type: none"> Identify and describe techniques used in problem solving. | D | |
| Compare/ contrast characters' lifestyle to Catholic values. | D | |
| Draw inferences and justify conclusion in reading fiction and informational text. | D | |
| Compare, contrast, and evaluate ideas and information within and/or across various sources and genres. | D | |
| Identify and use prefixes and suffixes. | D | |

Text Features

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| Define literature in its various genres. | M | |
| Define similarities and differences of classical, contemporary, and religious materials. | D | |
| Identify characteristics of various literary forms (e.g. short stories, novels, dramas, fables, biographies, documentaries, poetry, and science fiction). | D | |
| Identify ways that an author uses language structure, word choice, mood, and style to convey the author's viewpoint. | D | |
| Recognize techniques used by authors and illustrators. (e.g. foreshadowing, flashbacks, languages that inspires, and color). | D | |
| Identify and use organizational pattern, format, graphic elements, and visual keys. | D | |
| Interpret tables that display textual information and data in visual formats. | D | |
| Connect information presented in tables, maps, and charts to printed or electronic text. | D | |

Reference Skills

| | | |
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| Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words. | M | |
| Use text guides (table of contents, glossary, index) to locate information in a book. | D | |
| Use organizational system to locate information (Library, Resource Center). | D | |
| Use a variety of research materials to locate information. | D | |

Grade 8

Writing Standards

Conventions of Writing

Date Completed

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| Use correct grammar, spelling, capitalization, punctuation, format, sentences, and word choices in the final draft. | D | |
| Identify and demonstrate appropriate use of the parts of speech. | D | |
| Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing. | m | |
| Can edit and proof read throughout the writing process. | D | |

Process of Writing

Date Completed

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| Choose and narrow topic to support writing purpose. | D | |
| Choose and use appropriate graphic organizers to assist in the writing process (e.g. webs, Venn Diagrams, step charts, story maps, etc.) | D | |
| Write a thesis statement of an essay in one sentence. | D | |
| Write an introduction that includes a thesis statement. | D | |
| Clearly communicate a main idea with support in correct sequence in paragraph form. | D | |
| Use transitions effectively. | D | |
| Write an effective conclusion that summarizes the thesis and main points. | D | |
| Use parts of speech appropriately. | D | |

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| Prewrite, organize, draft, revise, and publish in writing. | D | |
| Use technology to produce and publish. | D | |

Forms of Writing

Persuasive/Argumentative

Date Completed

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| Chooses a side of an argument which causes debate in society. | D | |
| Support claims with relevant evidence. | D | |
| Meets the standards of the process of writing. | D | |

Informative

Date Completed

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| Can select a topic, identify, and gather relevant information to share with an audience. | m | |
| Meets the standards of the process of writing. | D | |

Persuasive/Argumentative

Date Completed

| | | |
|---|----------|--|
| Describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution) | m | |
| Develop a logical storyline using narrative techniques (dialogue, pacing, and description). | m | |
| Meets the standards of the process of writing. | D | |

Descriptive

Date Completed

| | | |
|--|----------|--|
| Uses adjectives to create mood. | m | |
| Select and use either chronological or spatial order. | m | |
| Meets the standards of the process of writing. | D | |

Poetry**Date Completed**

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| Develop various forms of poetry. | D | |
| Meets the standards of the process of writing. | D | |

Book Review**Date Completed**

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| Support an opinion with relevant information to persuade readership. | D | |
| Meets the standards of the process of writing. | D | |

Research Paper**Date Completed**

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| Choose a narrowed topic that is manageable. | D | |
| Fully develop a thesis (attention-getting/previewing introduction, clear steps, summarizing conclusion). | D | |
| Develop the thesis with appropriate and accurate support. | D | |
| Use a variety of research materials to support thesis (e.g. Internet, periodicals). | D | |
| Use text guides (table of contents, glossary, index) to locate information in a book. | M | |
| Use key words to locate relevant information. | D | |
| Develop notecards. | D | |
| Arrange information in an orderly manner (note taking, outlining, sequencing). | D | |
| Determine appropriateness of reference materials. | D | |
| Cite appropriate information from other sources using parenthetical notations. | D | |
| Prepare a paper citing primary sources (interviews, journals, diaries, letters, notes, electronic sources) in a consistent and approved format. | I | |
| Document non-text sources appropriately (interviews, Internet, media, artifacts). | I | |
| Publish final draft in MLA format. | D | |
| Recognize the purpose of a work cited. | D | |
| Develop a work cited page using MLA format. | D | |
| Meets the standards of the process of writing. | D | |

Speech and Communication

Organization of Speech

Date Completed

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| Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes). | M | |
| Support the ideas of the speech with proper research and justified conclusion. | M | |
| Develop note taking skills for oral presentation. | M | |
| Select, develop, and use visual aids and multimedia components when speaking in a non-distracting manner to clarify your ideas. | M | |
| Distinguish facts from opinions clearly and logically. | M | |

Delivery

Date Completed

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| Use and present information from a variety of sources in oral, written, and technological/multimedia forms. | D | |
| Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings.) | D | |
| Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids). | D | |
| Vary presentations to accommodate characteristics of audiences (age, maturity, interest level, group size) and purpose of the presentations (inform, persuade, entertain). | D | |

Response to Oral Presentation

Date Completed

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| Summarize, take notes on key points, and ask clarifying questions by listening and viewing. | D | |
| Paraphrase accurately and ask meaningful questions in a variety of listening situations. | D | |
| In discussion, answer questions politely and assertively to defend position. | D | |
| Identify, state, and react to the speaker's or writer's point of view and bias. | D | |
| Express and support an opinion about what you hear and view. | D | |
| Analyze, evaluate, and respond to speeches and other presentations. | D | |