

# 8th Grade Language

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
<b>Standard 3: Writing Process</b>			
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>Prewriting Writing Revising Editing Publishing Audience Purpose Topic sentence Organization patterns (problem and solution, order of importance, chronological) Graphic organizer Outline Transitions Text features (bold, underline, bullets, italics, headings, sidebars) Graphics Photographs Usage Rubric Editing checklist Editing marks Narrative Writing Creative Writing Expository Writing Persuasive Writing Literary Response</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>	
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>	

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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>	
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>	
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</p> <p>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)	
<b>Standard 5: Writing Components</b>			
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	
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	
5.3: Sentence Structure	36-44%	8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)  CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]  Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, or complex sentences.	Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) Noun (concrete, abstract, collective, compound) Verb (action, linking, helping) Conjunctions Sentence (construction: simple, compound, complex, compound-complex; kind: declarative, interrogative, imperative, exclamatory) Subject-Verb Agreement Phrase (verb, prepositional) Clause (independent, dependent) Punctuation (period, exclamation point, question mark, comma, semicolon, colon, apostrophe, quotation marks, hyphen) Capitalization

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5.3: Sentence Structure		<p>8.LA.5.3.2 Use correctly: (744.02.a)</p> <ul style="list-style-type: none"> <li>• future verb tenses</li> <li>• adjectives</li> <li>• personal pronouns</li> <li>• conjunctions</li> <li>• adverbs</li> </ul> <p>CL: C Content Limit: Skills assessed in previous grades are included. 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 [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p>	
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>	

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