

# New York Grade 8

## Core Performance Indicators: common to all four ELA standards

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
• Use word recognition and context clues to read fluently		W3-L4
• Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)		W2-L4; W2-L5; W4-L4; W5-L5; W6-L5; W8-L5
• Distinguish between dictionary meaning and implied meaning of the author's words		W4-L4;
• Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast	G6.4; G9.2–9.5	W6-L4; W4-L3; W4-WW; W6-LO
• Use knowledge of punctuation to assist in comprehension	G9.3; G10.1–10.4	W3-L5; W7-L3
Listening	Grammar Section and Lesson	Writing Chapter and Lesson
• Adapt listening strategies to different purposes and settings		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Identify own purpose for listening		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Recognize content-specific vocabulary or terminology		W5-L6; W8-L6
Speaking	Grammar Section and Lesson	Writing Chapter and Lesson
• Respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Initiate communication with peers and adults in the school and local community		W4-L6; W6-L8
• Adapt language and presentational features for the audience and purpose		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use language and grammar appropriate to the		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-

purpose for speaking		L6; W7-L6; W8-L6
• Use volume, tone, pitch, and rate appropriate to content and audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use effective nonverbal communication		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use visual aids to enhance the presentation		W2-L6; W4-L6; W6-L6; W8-L6
• Establish and maintain eye contact with audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>Writing</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings		W1-LO; W2-LO; W3-LO; W4-LO; W5-LO; W6-LO; W7-LO; W8-LO
• Identify the intended audience		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use tone and language appropriate to audience and purpose		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
• Write clear, concise, and varied sentences, developing a personal writing style and voice		W1-L4; W2-L2; W2-L3; W5-LO; W5-L4
<b>• Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters	G8.1; G10.1; G10.2; G10.5; G11.1; G11.3 (simple/compound/complex sentences) G10.3 (undivided/divided direct quotations) G10.3 (exact words from sources (quotations)) G10.3 (titles of articles/literary works)	W1-L4 (simple/compound/complex sentences) W3-L5 (exact words from sources (quotations)) W3-L1 (business letters)
<b>• Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> - use italics and underlining for titles	G10.3	

<ul style="list-style-type: none"> <li>• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> <ul style="list-style-type: none"> <li>- capitalize proper nouns, such as geographical names, academic courses, and organizations</li> </ul> </li> </ul>	G10.5	
<ul style="list-style-type: none"> <li>• <b>Observe rules of punctuation, italicization, capitalization, and spelling as follows:</b> <ul style="list-style-type: none"> <li>- spell correctly commonly misspelled words, homonyms, and content-area vocabulary</li> </ul> </li> </ul>	G4.3	W8-L5
<ul style="list-style-type: none"> <li>• <b>Use correct grammatical construction in</b> <ul style="list-style-type: none"> <li>- parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas</li> </ul> </li> </ul>	G1.1–G1.6(nouns) G2.3 (comparative/superlative adjectives) G6.3 (comparative/superlative adverbs) G3.2–G3.4; G3.10 (indefinite/nominative/objective pronouns) G9.1; G9.4; G11.3–11.4 (coordinating/subordinating conjunctions) G2.5; (prepositions and prepositional phrases) G9.6 (interjections) G9.1–9.5 (conjunctions to connect ideas)	
<ul style="list-style-type: none"> <li>• <b>Use correct grammatical construction in</b> <ul style="list-style-type: none"> <li>- simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice</li> </ul> </li> </ul>	G4.10–4.11; (subject-verb agreement) G5.1–5.2; G5.6–5.11; G11.5; G11.7 (infinitives and participles) G3.7 (clear antecedents for pronouns) G2.1; G11.2 (placement of modifiers) G4.5 (use active voice)	W2-L3 (simple/compound/complex sentences)
<ul style="list-style-type: none"> <li>• Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts</li> </ul>		W1-LO; W2-LO; W2-L2; W6-L4
<ul style="list-style-type: none"> <li>• Use dictionaries, thesauruses, and style manuals</li> </ul>		W1-L5; W2-L5; W4-L4
<ul style="list-style-type: none"> <li>• Use computer software (e.g., word processing, import graphics) to support the writing process</li> </ul>		W1-WW; W2-L5; W2-L6; W2-WW; W3-WW; W5-L3
<ul style="list-style-type: none"> <li>• Write for an authentic purpose, including publication</li> </ul>		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

### GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 8

The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include

<b>Reading</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
• Locate and use school and public library resources independently to acquire information		W5-L3; W8-L1
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts		W5-L2; W8-L1
• Read and follow written multistep directions or procedures to accomplish a task or complete an assignment		W2-L1
• Preview informational texts to assess content and organization and select texts useful for the task		W5-L1; W8-L2
• Use indexes to locate information and glossaries to define terms		W4.4
• Use knowledge of structure, content, and vocabulary to understand informational text		W5-L1
• Distinguish between relevant and irrelevant information		W2-LO; W2-L3; W8-L2
• Identify missing, conflicting, or unclear information		W2-LO; W2-L2; W2-L3
• Formulate questions to be answered by reading informational text		W2-LO; W8-L2
• Compare and contrast information from a variety of different sources		W4-LO; W4-L3; W6-LO
• Condense, combine, or categorize new information from one or more sources		W8-L2; W8-L3
• Draw conclusions and make inferences on the basis of explicit and implied information		W6-L3
• Make, confirm, or revise predictions		W8-WW
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• Read silently and aloud from a variety of genres, authors, and themes		W1-LO; W2-LO; W3-LO; W4-LO; W5-LO; W6-LO; W7-LO; W8-LO
• Interpret characters, plot, setting, theme, and dialogue, using evidence from the text		W7-LO; W7-L1; W7-L2

• Identify the author's point of view, such as first-person narrator and omniscient narrator		W1-LO; W1-L1; W6-LO; W7-L3
• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent		W4-LO; W4-L5; W7-LO; W7-L3; W7-L5;
• Recognize how the author's use of language creates images or feelings		W1-L2; W1-L5; W7-L5; W3-L4; W4-LO; W4-L1; W4-L5; W7-LO
• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry		W7-L5
• Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives		W7-L1
• Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text		W8-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• <b>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,</b> - identify conflicting information		W2-L2; W2-L3; W5-L2
• <b>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,</b> - evaluate examples, details, or reasons used to support ideas		W6-LO
• <b>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,</b> - discriminate between apparent messages and hidden agendas		W6-L3
• <b>Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,</b> - identify propaganda and evaluate its		W6-L3

effectiveness		
<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> <li>- identify techniques the author uses to persuade (e.g., emotional and ethical appeals)</li> </ul> </li> </ul>		W6-L3; W6-WW
<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> <li>- identify differing points of view in texts and presentations</li> </ul> </li> </ul>		W6-L3; W6-L6
<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> <li>- identify multiple levels of meaning</li> </ul> </li> </ul>		W8-L5
<ul style="list-style-type: none"> <li>• Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal</li> </ul>		W6-L3
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
<ul style="list-style-type: none"> <li>• Consider the age, gender, social position, and traditions of the writer</li> </ul>		W1-LO
<ul style="list-style-type: none"> <li>• Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication</li> </ul>		W7-L4
<b>Writing Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
<ul style="list-style-type: none"> <li>• Use several sources of information, in addition to an encyclopedia, to develop research reports</li> </ul>		W5-L3; W8-L3; W8-L4
<ul style="list-style-type: none"> <li>• Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format</li> </ul>		W2-L1; W2-L2; W3-L1; W6-L1; W7-L2; W7-L3; W8-L2
<ul style="list-style-type: none"> <li>• Take research notes, using a note-taking process</li> </ul>		W5-L3; W8-L2; W8-L3; W8-L4
<ul style="list-style-type: none"> <li>• Use outlines and graphic organizers, such as</li> </ul>		W4-L3; W8-L2

semantic webs, to plan reports		
• Include relevant and exclude irrelevant information	W1-L2; W2-L2; W2-L3; W5-L3; W6-L1; W8-L2	
• Use paraphrase and quotation correctly	W3-L5; W8-L3	
• Connect, compare, and contrast ideas and information from one or more sources	W3-LO; W4-L3; W8-L2	
• Support ideas with examples, definitions, analogies, and direct references to the text	W5-L1; W5-L3; W6-L1; W8-L2	
• Cite sources in notes and bibliography, using correct form	W8-L3	
• Write accurate and complete responses to questions about informational material	W3-L1	
• Maintain a portfolio that includes informational writing	W2-WW; W3-WW; W5-WW; W6-WW; W8-WW	
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• <b>Write original literary texts to</b> - develop a narrative, using an organizational plan such as chronology or flashback	W1-L1; W1-L3; W1-WW	
• <b>Write original literary texts to</b> - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution	W1-L3; W7-L1; W7-WW	
• <b>Write original literary texts to</b> - maintain a consistent point of view that enhances the message and/or establishes the mood	W1-LO; W1-WW; W4-L1; W6-L1	
• <b>Write original literary texts to</b> - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme	W3-L3; W3-WW; W7-L1; W7-L2; W7-L3; W7-L5; W7-WW	
• <b>Write interpretive and responsive essays of approximately three pages to</b> - express opinions and support them through specific references to the text		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• <b>Write interpretive and responsive essays of approximately three pages to</b> - demonstrate an understanding of plot and		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>

theme		
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b> - identify and describe characters and their motivations</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b> - analyze the importance of setting</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b> - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b> - draw conclusions and provide reasons for the conclusions</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• <b>Write interpretive and responsive essays of approximately three pages to</b> - compare and contrast characters, setting, mood, and voice in more than one literary text or performance</li> </ul>		www.voyagesinenglish.com
<ul style="list-style-type: none"> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> </ul>		W1-WW; W4-WW; W7-WW
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>		
<ul style="list-style-type: none"> <li>• Present clear analyses, using examples, details, and reasons from text</li> </ul>		W3-L2; W6-L1
<ul style="list-style-type: none"> <li>• Present a hypothesis and predict possible outcomes from one or more perspectives</li> </ul>		W6-L1
<ul style="list-style-type: none"> <li>• Select content and choose strategies for written presentation on the basis of audience, purpose, and content</li> </ul>		W3-L2; W6-L1
<ul style="list-style-type: none"> <li>• Explain connections between and among texts to extend the meaning of each individual text</li> </ul>		W6-LO
<ul style="list-style-type: none"> <li>• Compare and contrast the use of literary elements in more than one genre, by more than</li> </ul>		www.voyagesinenglish.com



one author		
• Maintain a writing portfolio that includes writing for critical analysis and evaluation		W3-WW; W6-WW
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups		All Writer's Workshops
• Respect the age, gender, social position, and cultural traditions of the recipient		W3-WW; W6-L2
• Develop a personal voice that enables the reader to get to know the writer		W6-L2; W7-L1
• Write personal reactions to experiences, events, and observations, using a form of social communication		W6-L3
• Identify and model the social communication techniques of published writers		W3-LWW; W6-L3; W7-L2
• Maintain a portfolio that includes writing for social communication		W3-WW
• Use the conventions of email		www.voyagesinenglish.com
<b>Listening</b> <b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
• Recall significant ideas and details and the relationships between and among them		W1-L6; W4-L6; W5-L6; W8-L6
• Identify missing, conflicting, or unclear information		W3-L6; W5-L6; W8-L6
• Draw conclusions and make inferences on the basis of explicit and implied information		W6-L6
• Recognize that the speaker's voice and delivery impact communication		W1-L6; W3-L6; W4-L6; W5-L6
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text		W2-L6
• Identify how the author's choice of words, use		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6;

of characterization, and use of other literary devices affect the listener's interpretation of the oral text		W6-L6; W7-L6; W8-L6
• Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry		W7-L5
• Recognize social, historical, and cultural features in presentation of literary texts		W8-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences		W2-L6; W5-L2; W5-L6; W6-L6
• Recognize persuasive techniques, such as emotional and ethical appeals, in presentations		W6-L3; W6-L6
• Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations		W6-L3; W6-L6
• Identify conflicting, missing, or unclear information		W1-L6; W3-L6; W5-L6; W6-L1; W8-L6
• Suspend judgment until all information has been presented		W6-L6
• Evaluate the quality of the speaker's presentation style by using criteria such as voice quality, enunciation, and delivery		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Participate as a listener in social conversation with one or more people who are friends or acquaintances		All Writer's Workshops
• Respect the age, gender, social position, and cultural traditions of the speaker		W3-L6
• Listen for more than one level of meaning, articulated and unspoken		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Encourage the speaker with appropriate facial expressions and gestures		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Withhold judgment		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>
• Appreciate the speaker's uniqueness		W7-L6

<b>Speaking</b>	<b>Grammar Section and Lesson</b>	<b>Writing Chapter and Lesson</b>
<b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b>		
• Prepare and give presentations on informational topics		W2-L6; W3-L6; W5-L6; W6-L6; W8-L6
• Contribute to group discussions by offering comments to clarify and interpret ideas and information		W2-L6; W3-L6; W5-L6; W6-L6; W8-L6
• Present information to address audience needs and to anticipate questions		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Present examples, definitions, analogies, and direct references to the text in support of ideas		W3-L6; W4-L6; W5-L6; W8-L6
• Connect, compare, and contrast ideas and information		W3-LO; W4-L6;
• Use the conventions of the presentational format for panel discussions, debates, and mock trials		www.voyagesinenglish.com
• Ask and respond to questions to clarify information		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b>		
• Express interpretations and support them through specific references to the text		W5-L6
• Present original, literary texts, using language and text structures that are inventive; for example, - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect		W7-L6
• Ask and respond to questions to clarify an interpretation or response to literary texts and performances		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
<b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b>		
• Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences		W3-L6; W5-L2; W6-L
• State a hypothesis and predict possible		W5-L6; W6-L6; W8-L6

outcomes from one or more perspectives		
• Present content, using strategies designed for the audience, purpose, and context		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Credit sources of information and opinions accurately in presentations and handouts		W8-L6
<b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b>		
• Respect the age, gender, social position, and cultural traditions of the listener		W3-L6
• Provide feedback by asking questions designed to encourage further conversation		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
• Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener		W6-L6
• Respond to the listener's interests, needs, and reactions to social conversation		W3-L6
• Adopt conventions of email to establish friendly tone in electronic-based social communication		<a href="http://www.voyagesinenglish.com">www.voyagesinenglish.com</a>