

Language Arts State Performance Indicator Sequence Grade 8

Standard 1- Language			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>SPI 0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.</p>	<p>SPI 0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.</p>	<p>SPI 0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.</p>	<p>SPI 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.</p>
<p>SPI 0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.</p>	<p>SPI 0801.1.9 Identify the appropriate use of gerund and participial phrases.</p>	<p>SPI 0801.1.12 Identify correctly or incorrectly spelled words in context.</p>	<p>SPI 0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.</p>
<p>SPI 0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.</p>	<p>SPI 0801.1.10 Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.</p>	<p>SPI 0801.1.14 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were,</p>	<p>SPI 0801.1.17 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.</p>

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		which/that/who})withi n context.	
SPI 0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.		SPI 0801.1.18 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.	SPI 0801.1.20 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i>).
SPI 0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).			
SPI 0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).			
SPI 0801.1.13 Form singular and plural possessive using apostrophes correctly.			
SPI 0801.1.15 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.			
SPI 0801.1.19 Recognize and use			

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grade appropriate and/or content specific vocabulary.			
Standard 2- Communication			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
	<p>SPI 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).</p>	<p>SPI 0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.</p>	<p>SPI 0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).</p>
	<p>SPI 0801.2.2 Identify the targeted audience of a speech</p>	<p>SPI 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).</p>	
	<p>SPI 0801.2.3 Identify the thesis and main points of a speech.</p>	<p>SPI 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).</p>	
	<p>SPI 0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).</p>	<p>SPI 0801.2.9 Distinguish between a summary and a critique.</p>	

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Standard 3- Writing			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
SPI 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).	SPI 0801.3.13 Select the most appropriate format for a work-related text.		
SPI 0801.3.2 Identify the targeted audience for a selected passage.			
SPI 0801.3.3 Select an appropriate thesis statement for a writing sample.			
SPI 0801.3.4 Rearrange multi-paragraphed work in a logical and coherent order.			
SPI 0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.			
SPI 0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.			
SPI 0801.3.7 Identify sentences irrelevant to a paragraph's theme or flow.			
SPI 0801.3.11 Identify individual written selections as			

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technical, narrative, persuasive, and/or descriptive in mode.			
SPI 0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.			
SPI 0801.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.			
SPI 0801.3.10 Select an appropriate title that reflects the topic of a written selection.			
SPI 0801.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.			
Standard 4- Research			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
		SPI 0801.4.1 Select the most focused research topic.	
		SPI 0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).	
		SPI 0801.4.3 Determine the most	

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		appropriate research source for a given research topic.	
		SPI 0801.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).	
		SPI 0801.4.5 Discern irrelevant research material from written text.	

Standard 5- Logic

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
SPI 0801.5.1 Recognize a reasonable prediction of future events of a given text.	SPI 0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.	SPI 0801.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).	
SPI 0801.5.2 Evaluate text for fact or opinion.		SPI 0801.5.6 Identify an example of deductive or inductive reasoning in text.	
SPI 0801.5.3 Analyze cause-effect relationships in text.		SPI 0801.5.7 Identify a false premise in text.	
SPI 0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories,			

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whole/part, functions, verb forms, rhymes, scrambled words, homophones.			
SPI 0801.5.9 Make inferences and draw conclusions based on evidence in text.			
Standard 6- Informational Text			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
SPI 0801.6.1 Formulate appropriate questions before, during, and after reading.	SPI 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).		SPI 0801.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).
SPI 0801.6.2 Identify the main idea and supporting details in text.	SPI 0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).		
SPI 0801.6.5 Choose the correct order of a set of instructions.			
Standard 7- Media			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).			0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.
0801.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.			0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a

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			presentation.
0801.7.6 Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.			0801.7.4 Draw an inference from a non-print medium
Standard 8- Literature			
1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
SPI 0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.	SPI 0801.8.5 Analyze the development of similar themes across two or more literary texts		
SPI 0801.8.2 Identify and analyze the author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).	SPI 0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.		
SPI 0801.8.3 Determine how a story changes if the point of view is changed.	SPI 0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).		
	SPI 0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures. SPI 0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.		

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SPI 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.			
SPI 0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).			
SPI 0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).			
SPI 0801.8.10 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).			
SPI 0801.8.11 Identify and analyze a literary character's moral dilemma.			
SPI 0801.8.14 Identify the author's purpose for writing.			