

Eight Grade Reading

Grade	Standard	Benchmark	Know/App'l	Indicator	Sub-Ind.	Assessed	(Non-Assessed Indicators)				Date		% Prof(+)		Comments
							▲ (Assessed Indicators)				Date	% Prof(+)	Date	% Prof(+)	
8	1	1	K												
8	1	2	K	1			uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i> .								
8	1	2	K	2			reads expressively with appropriate <i>pace</i> , <i>phrasing</i> , intonation, and <i>rhythm</i> of speech.								
8	1	2	K	3			uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .								
8	1	2	K	4			uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.								
8	1	2	K	5			adjusts reading rate to support comprehension when reading <i>narrative</i> , <i>expository</i> , <i>technical</i> , and <i>persuasive texts</i> .								
8	1	3	K	1		▲	determines meaning of words or phrases using context clues (e.g., <i>definitions</i> , <i>restatements</i> , <i>examples</i> , <i>descriptions</i> , <i>comparison-contrast</i> , clue words, <i>cause-effect</i>) from sentences or paragraphs.								
8	1	3	K	2			locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.								
8	1	3	K	3		▲	determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.								
8	1	3	K	4		▲	identifies and determines the meaning of <i>figurative language</i> including ▲ <i>similes</i> , ▲ <i>metaphors</i> , ▲ <i>analogies</i> , ▲ <i>hyperbole</i> , ▲ <i>onomatopoeia</i> , ▲ <i>personification</i> , ▲ <i>idioms</i> , ▲ <i>imagery</i> , and <i>symbolism</i> .								
8	1	3	K	5			distinguishes between <i>connotative</i> and <i>denotative</i> meanings.								
8	1	4	K	1			identifies characteristics of <i>narrative</i> , <i>expository</i> , <i>technical</i> , and <i>persuasive texts</i> .								

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8	1	4	K	2		▲	understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.					
8	1	4	K	3			uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.					
8	1	4	K	4			generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.					
8	1	4	K	5		▲	uses information from the text to make inferences and draw conclusions.					
8	1	4	K	6		▲	analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.					
8	1	4	K	7		▲	compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes, persuasive techniques</i>) in one or more appropriate-level texts.					
8	1	4	K	8		▲	explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i> .					
8	1	4	K	9		▲	uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied <i>main ideas, main events, important details</i>) from appropriate-level <i>narrative, expository, technical, and persuasive texts</i> in logical order.					
8	1	4	K	10		▲	identifies the <i>topic, main idea(s), supporting details, and theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.					
8	1	4	K	11		▲	explains the relationship between an author's use of literary devices in a text (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood</i>) and his or her purpose for writing the text.					
8	1	4	K	12			establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).					
8	1	4	K	13			follows directions explained in <i>technical text</i> .					

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8	1	4	K	14		▲	identifies the author's position in a <i>persuasive</i> text and describes techniques the author uses to support that position (e.g., <i>bandwagon approach</i> , <i>glittering generalities</i> , <i>testimonials</i> , <i>citing statistics</i> , other techniques that appeal to reason or emotion).					
8	1	4	K	15		▲	distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.					
8	2	1	K	1		▲	describes different aspects of <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major <i>characters</i> are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.					
8	2	1	K	2		▲	identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the <i>setting</i> and other story elements (e.g., character, plot).					
8	2	1	K	3		▲	identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.					
8	2	1	K	4			recognizes aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring <i>themes</i> across works (e.g., bravery, loneliness, loyalty, friendship).					
8	2	1	K	5			identifies the use of literary devices (e.g., <i>foreshadowing</i> , <i>flashback</i> , <i>figurative language</i> , <i>imagery</i> , <i>symbolism</i>) in a text and explains how the author uses such devices to help establish <i>tone</i> and <i>mood</i> .					
8	2	2	K	1			identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.					
8	2	2	K	2			compares and contrasts customs and ideas within literature representing a variety of cultures.					
8	2	2	K	3			analyzes distinctive and shared characteristics of cultures through a variety of texts.					