

LANGUAGE ARTS / READING

GRADE 8:

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context —Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.

Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as lasso, tortilla, and patio and investigate why these particular words were adopted from the Spanish.

3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.

b. Analogies: comparisons of the similar aspects of two different things.

c. Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.

d. Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.

***Standard 2: Fluency**—The student will identify words rapidly so that attention is directed to the meaning of the text.

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).

3. Increase reading speed and comprehension through daily, independent reading.

4. Read silently for increased periods of time.

5. Use punctuation as a cue for pausing and characterization while reading.

Standard 3: Comprehension—The student will interact with the words and concepts in the text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and

technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information

1. Literal Understanding

a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

- Determine the purpose for reading such as to be informed, entertained, persuaded, understand.
 - Preview the text and use prior knowledge and experience to make connections to text.
- b. Show understanding by asking questions and supporting answers with literal information from text.

2. Inferences and Interpreting

a. Make inferences and draw conclusions supported by text evidence and student experiences.

b. Connect, compare, and contrast ideas, themes, and issues across texts.

3. Summary and Generalization

a. Determine the main (or major) idea and how those ideas are supported with specific details.

b. Paraphrase and summarize text to recall, inform, or organize ideas.

4. Analysis and Evaluation

a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.

b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order). c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.

d. Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.

e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.

f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

*5. Monitoring and Correction Strategies

a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.

b. Make, confirm, and revise predictions when reading.

c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.

a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.

b. Identify and distinguish characteristics of subgenres, including autobiography,

biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.

b. Identify and explain various points of view and how they affect a story's interpretation.

3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.

a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.

b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.

c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.

Standard 5: Research and Information: The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.

a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.

b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.

c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.

d. Note instances of persuasion, propaganda, and faulty reasoning in text.

2. Interpreting Information—Analyze and evaluate information from a variety of sources.

a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).

b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.

c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).

d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.

e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.