

**Reading/Comprehension Skills**

**Figure 19 Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

**8.1 Reading/Fluency.** Students read grade-level text with fluency and comprehension.

**8.2 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process					Tools to Know-Comprehension		
8.1(A)	8.2(A)	8 Fig.19(A)	8 Fig.19(B)	8 Fig.19(C)	8 Fig.19(D)	8 Fig.19(E)	8 Fig.19(F)
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension	ask literal, interpretive, evaluative, and universal questions of text	reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)	make complex inferences about text and use textual evidence to support understanding	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

**Knowledge and Skills (Genres)**

**8.6 Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

**8.4 Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

**8.5 Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**8.7 Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

**8.10 Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

**8.11 Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

**Knowledge and Skills (Embedded or Across Genres)**

**8.2 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

**8.3 Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

**8.8 Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.

**8.9 Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

**8.12 Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.

**8.13 Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19	
1 Understanding and Analysis Across Genres	8	Across Genres	8.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	8.3(A) analyze literary works that share similar themes across cultures	8 Fig.19(F)  <i>Identified as 8.19(F) on TEA Student Expectations Tested report</i>	
			8.2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	8.3(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths)		
			8.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	8.9(A) analyze works written on the same topic and compare how the authors achieved similar or different purposes		
			<b>SEs Not Included in Assessed Curriculum</b>	8.11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents		
			8.2(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____)			
			8.2(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna)			
2 Understanding and Analysis of Literary Texts	19	Fiction	8.6(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	8.6(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective	8.6 Fig.19(D) 8.6 Fig.19(E)	
			8.6(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict			
		Poetry		8.4(A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)	8.4 Fig.19(D) 8.4 Fig.19(E)	
		Drama		8.5(A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays	8.5 Fig.19(D) 8.5 Fig.19(E)	
		Literary Nonfiction		8.7(A) analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience	8.7 Fig.19(D) 8.7 Fig.19(E)	
		Across Literary Text				
		Across Literary Text		8.3(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work	8.8(A) explain the effect of similes and extended metaphors in literary text	8.3 Fig.19(D) 8.8 Fig.19(D) 8.13 Fig.19(D)
		8.13(A) evaluate the role of media in focusing attention on events and informing opinion on issues	8.13(C) evaluate various techniques used to create a point of view in media and the impact on audience			
		<b>SEs Not Included in Assessed Curriculum</b>	8.13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message			
			8.13(D) assess the correct level of formality and tone for successful participation in various digital media			

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19	
3 Understanding and Analysis of Informational Texts	17	Expository	8.10(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order 8.10(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns 8.10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence	8.10(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text	8.10 Fig.19(D) 8.10 Fig.19(E)	
		Persuasive		8.11(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts	8.11 Fig.19(D) 8.11 Fig.19(E)	
		Across Informational Text				
		Across Informational Text		8.12(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose 8.13(A) evaluate the role of media in focusing attention on events and informing opinion on issues 8.13(C) evaluate various techniques used to create a point of view in media and the impact on audience	8.9 Fig.19(D) 8.12 Fig.19(D) 8.13 Fig.19(D)	
		<i>SEs Not Included in Assessed Curriculum</i>		8.12(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams 8.13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message 8.13(D) assess the correct level of formality and tone for successful participation in various digital media		
STAAR	44	26-31 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction   Expository)		13-18 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)		

Writing Process				
<b>8.14 Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
8.14(A)	8.14(B)	8.14(C)	8.14(D)	8.14(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing	revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements
<b>8.15 Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
<b>8.16 Writing.</b> Students write about their own experiences.
<b>8.17 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
<b>8.18 Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
<b>8.19 Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
<b>8.20 Writing/Conventions of Language/Handwriting.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.
<b>8.21 Oral and Written Conventions/Spelling.</b> Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
1 Composition		8.14(B)* develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing  8.14(C)* revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed  8.14(D)* edit drafts for grammar, mechanics, and spelling  8.17(A)* write a multi-paragraph essay to convey information about a topic that: (i)* presents effective introductions and concluding paragraphs (ii)* contains a clearly stated purpose or controlling idea (iii)* is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies (iv)* accurately synthesizes ideas from several works (v)* use a variety of sentence structures, rhetorical devices, and transitions to link paragraphs	8.14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests), and developing a thesis or controlling idea  8.14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences  8.15(A) write an imaginative story that: (i) sustains reader interest (ii) includes well-paced action and an engaging story line (iii) creates a specific, believable setting through the use of sensory details (iv) develops interesting characters (v) uses a range of literacy strategies and devices to enhance the style and tone  8.15(B) write a poem using: (i) poetic techniques (e.g., rhyme, scheme, meter) (ii) figurative language (e.g., personification, idioms, hyperbole) (iii) graphic elements (e.g., word position)  8.16(A)* write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences  8.17(B) write letters that reflects an opinion, registers a complaint, or requests information in a business or friendly context  8.17(C) write responses to literary and expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate  8.17(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology  8.18* write a persuasive essay to the appropriate audience that: (A)* establishes a clear thesis or position (B)* considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments (C)* includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion
	2 Revision		8.14(C)* revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, complex sentences; internal and external coherence; and the use of effective transition after rethinking how well questions of purpose, audience, and genre have been addressed

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
3 Editing		8.14(D)* edit drafts for grammar, mechanics, and spelling 8.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: 8.19(C)* use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses 8.20(A)* use conventions of capitalization 8.20(B)* use correct punctuation marks 8.21(A)* spell correctly, including using various resources to determine and check correct spelling	8.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (i)* verbs (perfect and progressive tenses) and participles (ii) appositive phrases (iii)* adverbial and adjectival phrases and clauses (iv)* relative pronouns (e.g., whose, that, which) (v) subordinating conjunctions (e.g., because, since) 8.19(B)* use complex sentences and differentiate between main versus subordinate clauses 8.20(B)* use correct punctuation marks: (i)* commas after introductory structured and dependent adverbial clauses, and correct punctuation in complex sentences (ii)* semicolons, colons, hyphens, parentheses, brackets, and ellipsis
	# Items		

Genres Represented in Revision and Editing Sections	
<b>Literary</b> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Poetry</li> <li>• Personal Narrative</li> </ul>	<b>Informational</b> <ul style="list-style-type: none"> <li>• Expository</li> <li>• Procedural</li> <li>• Persuasive</li> </ul>

Listening and Speaking	
Knowledge and Skills Statements	
<b>8.26 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	
<b>SEs Not Included in Assessed Curriculum</b>	8.26(A) <i>listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims</i> 8.26(B) <i>follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</i> 8.26(C) <i>summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices</i>
<b>8.27 Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	
<b>8.28 Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	

Research	
Knowledge and Skills Statements	
<b>8.22 Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them.	
<b>SEs Not Included in Assessed Curriculum</b>	8.22(A) <i>brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic</i> 8.22(B) <i>apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches</i>
<b>8.23 Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	
<b>SEs Not Included in Assessed Curriculum</b>	8.23(A) <i>follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies</i> 8.23(B) <i>categorize information thematically in order to see the larger constructs inherent in the information</i> 8.23(C) <i>record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format</i> 8.23(D) <i>differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources</i>
<b>8.24 Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information.	
<b>SEs Not Included in Assessed Curriculum</b>	8.24(A) <i>narrow or broaden the major research question, if necessary, based on further research and investigation</i> 8.24(B) <i>utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another</i>
<b>8.25 Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience.	
<b>SEs Not Included in Assessed Curriculum</b>	<i>Students are expected to synthesize the research into a written or an oral presentation that:</i> 8.25(A) <i>draws conclusions and summarizes or paraphrases the findings in a systematic way</i> 8.25(B) <i>marshals evidence to explain the topic and gives relevant reasons for conclusions</i> 8.25(C) <i>presents the findings in a meaningful format</i> 8.25(D) <i>follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas</i>