

## READINESS STANDARDS - English Language Arts Grade 8

**(8.2) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Academic, Affix, Base word, Prefix, Root, Suffix
(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	Ambiguous, Clarify
(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	Dictionary, Glossary, Thesaurus, Syllabication, Pronunciation

**(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. Students are expected to

(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	Linear plot, Sub plot, Conflict, Resolution, Rising action, Climax, Exposition, Denouement
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	Central character, Theme, Conflict, Resolution

**(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. Students are expected to

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	Summarize, Main idea, Logical Order, Succinctly, Relationship
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organization	Subtle, Conclusion, Organizational pattern, Organizational structure
(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	Connections, Synthesize, Genre

**(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. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding	Inference, Textual evidence, Prediction, Draw conclusion
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(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. The student is expected to

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	Summarize, Paraphrase, Synthesize, Plagiarism, Logical order
(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence	Intertextual connections

## SUPPORTING STANDARDS - English Language Arts Grade 8

(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. Students are expected to

(A) analyze literary works that share similar themes across cultures	Analyze, Culture, Theme
(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)	Compare, Contrast, Similarity, Difference, Mythology, Culture, Deities
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work	Value, Belief, Setting, Historical, Cultural

(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. Students are expected to

(A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)	Compare, Contrast, Poetic form
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(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. Students are expected to

(A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays	Protagonist, Antagonist, Playwright, Staging, Dialogue
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(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. Students are expected to

(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective	Point of view, Limited, Omniscient, Subjective, Objective
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# SUPPORTING STANDARDS - English Language Arts Grade 8

**(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. Students are expected to

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| (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 | Literary device, Literary technique, Literary element, Aphorism, Epigraph |
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**(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. Students are expected to

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| (A) explain the effect of similes and extended metaphors in literary text | Simile, Extended metaphor |
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**(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. Students are expected to

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| (A) analyze works written on the same topic and compare how the authors achieved similar or different purposes | Compare, Topic, Purpose |
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**(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. Students are expected to

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| (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text | Factual claim, Commonplace assertion, Opinion |
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**(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. Students are expected to

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| (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 | Evidence   |
| (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts                          | Rhetorical fallacy, Logical fallacy, Caricatures, Leading questions, False assumptions, Incorrect premises |

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

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| (B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose | Graphic, Clarity |
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**(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. Students are expected to

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| (A) evaluate the role of media in focusing attention on events and informing opinion on issues | Evaluate, Opinion, Issue |
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(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. Students are expected to

(C) evaluate various techniques used to create a point of view in media and the impact on audience

Technique, Point of view, Audience, Impact

(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. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding

Inference, Textual evidence

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

Summarize, Paraphrase, Synthesis, Plagiarism, Logical order