

## Reading - Eighth Grade

### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

### Learning Expectations:

- 1.01 Continue to develop oral language and listening skills.
- 1.02 Develop an understanding of the concepts of print.
- 1.03 Expand reading skills through phonemic awareness.
- 1.04 Use decoding strategies to read unfamiliar words.
- 1.05 Read to develop fluency, expression, accuracy, and confidence.
- 1.06 Expand reading vocabulary.
- 1.07 Employ pre-reading strategies to facilitate comprehension.
- 1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.
- 1.09 Refine study skills and develop methods of research to enhance learning.
- 1.10 Develop skills to facilitate reading in the content areas.
- 1.11 Read independently for a variety of purposes.
- 1.12 Experience and explore the elements of various literary and media genres.
- 1.13 Develop and sustain a motivation for reading.

### Accomplishments:

- 8.1.01 Continue to develop oral language and listening skills.
  - a. Continue to model active listening in both formal and informal settings.
  - b. Continue to adhere to rules for public conversations.
  - c. Continue to formulate and respond to questions from teachers and classmates.
  - d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
  - e. Participate in creative responses to text (e.g., debates, dramatizations, speeches).
  - f. Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.
  - g. Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.
  - h. Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.
- 8.1.02 Develop an understanding of the concepts of print.
  - a. Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction).
  - b. Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of

biography, provide "between the lines" information in drama, determine how the form/genre informs meaning).

- c. Recognize the structure and organization of various text features to locate information (e.g., sidebars, questions at the end of chapter/unit, footnotes, endnotes).

#### 8.1.03 Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).
- b. Evaluate patterns of rhyme and rhythm and how they affect understanding.
- c. Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).

#### 8.1.04 Use decoding strategies.

- a. Recognize and identify the base/root word from words having affixes.
- b. Determine the meaning of prefixes and suffixes through identification and usage.
- c. Use context clues to determine multiple meaning words.
- d. Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.

#### 8.1.05 Read to develop fluency, expression, accuracy, and confidence.

- a. Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).
- b. Continue to participate in guided reading.
- c. Continue to read using appropriate pronunciation, expression, and rate.
- d. Continue to adjust speed based on the purpose for reading.
- e. Continue to read independently on a daily basis.

#### 8.1.06 Expand reading vocabulary.

- a. Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.
- b. Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.
- c. Analyze word meanings using roots, prefixes, and suffixes.
- d. Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- e. Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.
- f. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).
- g. Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.
- h. Select the correct word or phrase to complete an analogy.
- i. Recognize the historical influences on and changes to the English language.

- j. Consider word etymology and semantic change as part of vocabulary study.
- k. Recognize and interpret widely used foreign phrases (e.g., e pluribus unum, c'est la vie).
- l. Use connotation and denotation for vocabulary studies.
- m. Recognize that word choices create a mood to set a tone.
- n. Discover ways by which a language acquires new words (e.g., brand names, acronyms).
- o. Identify words and phrases that serve as clues to reveal time periods, cultures and regions represented (e.g., use of vocabulary associated with a particular time period, region, or country).

8.1.07 Develop independent pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading and viewing (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).
- b. Continue to utilize reference sources to build background knowledge for reading.
- c. Continue to use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).
- d. Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.
- e. Relate the importance and the significance of the reading, listening, and viewing selections to learning and life.
- f. Analyze significant words to be encountered in the text.
- g. Make predictions about print and non-print text.
- h. Relate print and non-print text to prior personal experiences or opinions, historical knowledge, current events and cultural background as well as previously read print and non-print texts.

8.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
  - 1. continuing to formulate clarifying questions.
  - 2. evaluating predictions made in prereading and making adjustments.
  - 3. continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.
  - 4. using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help).
  - 5. engaging in reading between the lines (i.e., changing perspective among characters to determine thoughts, imagining parallel events, stating implied information).
  - 6. continuing to create mental pictures from abstract information.
  - 7. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.

8. making inferences and recognizing unstated assumptions.
  9. verifying or modifying pre-reading purpose as additional information is obtained.
  10. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).
- b. Derive meaning after reading by
1. indicating, analyzing, and evaluating the sequence of events.
  2. recognizing and stating the main idea/central element in a given reading selection, noting details that support the main idea/central element.
  3. identifying the author's purpose and analyzing to determine if purpose is met.
  4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.
  5. analyzing and evaluating the text to find contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.
  6. assessing the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping.
  7. evaluating cause and effect relationships.
  8. evaluating statements as fact or opinion.
  9. analyzing the use of figurative language (idioms, similes, metaphors, personification, imagery, puns).
  10. analyzing themes, whether stated or implied.
  11. evaluating and reflecting upon comprehension strategies utilized to make meaning from texts.
  12. making connections among various print and non-print texts.
  13. making connections among the various literary genres and themes with personal, historical, and cultural experiences.
  14. evaluating reading selections for their application to daily life (e.g., extend and apply meaning derived from text to different situations).

8.1.09 Refine study skills and develop methods of research to enhance learning.

- a. Determine appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).
- b. Use media (e.g., films, video, the visual and performing arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROMs, references, Internet) to view, read, and represent information.
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.
- d. Analyze a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedias, periodicals).
- e. Distinguish between and use primary and secondary source documents.
- f. Evaluate resources for validity and reliability.
- g. Continue to refine skimming and scanning skills.
- h. Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge effectively acquired.

- i. Develop and use notes that include important concepts, summaries, and identification of reference sources.
- j. Investigate and evaluate the impact of bias/persuasive devices on daily life.
- k. Recognize and identify a statement as an example of persuasive and/or propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, and inconsistencies of logic).
- l. Use and evaluate a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.
- m. Define and apply internal (subjective) and external (objective) criteria in making critical evaluations of given statements.

8.1.10 Apply vocabulary development and comprehension skill to facilitate reading to learn in content areas.

- a. Expand and maintain vocabulary specific to content areas and to current events.
- b. Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, indexes, glossaries, footnotes, author's biography, and tables of content).
- c. Apply, analyze, and evaluate comprehension skills and strategies used to obtain meaning from informational text in the content areas.
- d. Continue to use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources,).
- e. Continue to interact with the text and analyze its effectiveness.
- f. Determine the reliability of sources by exploring the author's background, intentions and motives.

8.1.11 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

8.1.12 Experience and explore the elements of various literary and media genres.

- a. Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.
- b. Recognize and analyze the elements of various literary and media genres.
- c. Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).
- d. Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.

- e. Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic.
- f. Evaluate words, phrases, and other devices used by authors to create mood to establish a tone.
- g. Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement).
- h. Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself).
- i. Explore subplots in literary selections and films.
- j. Compare and contrast between or among stories/events the elements of the plot.
- k. Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient).
- l. Explore and explain how a story changes or an event is perceived if the point of view is changed.
- m. Summarize, paraphrase, and evaluate selected passages for discussion and/or written assignments or presentations.
- n. Make inferences about print and non-print text.
- o. Use deductive reasoning to facilitate and to extend understanding of texts.
- p. Determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).
- q. Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.
- r. Explore the concept of allusion.

#### 8.1.13 Develop and sustain a motivation for reading.

- a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).
- e. Experience and develop an awareness of literature that reflects a diverse society.
- f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.

## **Benchmarks/Indicators**

### **Performance Indicators: State**

As documented through state assessment -

At Level 1, the student is able to

- 8.1.spi.1. formulate appropriate questions during the reading of text.
- 8.1.spi.2 choose the correct meaning/usage of multi-meaning words by replacing the word in context with an appropriate synonym or antonym.
- 8.1.spi.3. locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).
- 8.1.spi.4. identify on a graphic organizer the points at which various plot elements occur.
- 8.1.spi.5. identify an appropriate title to reinforce the main idea of a passage or paragraph.
- 8.1.spi. 6. determine cause-effect relationships in context.
- 8.1.spi. 7. determine inferences from selected passages.
- 8.1.spi. 8. recognize a reasonable prediction of future events of a passage.
- 8.1.spi. 9. select information using keywords and headings.

At Level 2, the student is able to

- 8.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary.
- 8.1.spi.11. determine an author's purpose for writing or a student's purpose for reading.
- 8.1.spi.12. identify an implied theme from a selection or related selections.
- 8.1.spi.13. use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.
- 8.1.spi.14. distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.
- 8.1.spi.15. identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole.
- 8.1.spi.16. choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.
- 8.1.spi.17. recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
- 8.1.spi.18. recognize author's point of view (e.g., first person or third person, limited/ omniscient).
- 8.1.spi.19. determine how a story changes if the point of view is changed.
- 8.1.spi.20. recognize commonly used foreign phrases (e.g., bonjour, hasta la vista, bon voyage, mi casa es su casa, e pluribus unum, c'est la vie).
- 8.1.spi.21. identify examples of sound devices within context (e.g. rhyme, alliteration, assonance, slant rhyme, repetition, internal rhyme).

8.1.spi.22. recognize and identify words within context that reveal particular time periods and cultures.

At Level 3, the student is able to

- 8.1.spi.23. determine the influence of culture and ethnicity on the themes and issues of literary texts.
- 8.1.spi.24. identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, what he does).
- 8.1.spi.25. recognize literary elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood and tone).
- 8.1.spi.26. identify instances of bias and stereotyping in print and non-print contexts.
- 8.1.spi.27. recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.

### **Performance Indicators: Teacher**

As documented through teacher observation -

At Level 1, the student is able to

- 8.1.tpi.1. decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.
- 8.1.tpi.2. recognize various literary genres (e.g., short stories, novels, plays, legends, poetry, biographies, non-fiction).
- 8.1.tpi.3. express reactions and personal opinions to a selection or relate the selection to a personal experience.
- 8.1.tpi.4. organize prior knowledge using a variety of strategies while reading (e.g., pausing, reading ahead, rereading, identifying miscues, and consulting other sources).
- 8.1.tpi.5. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.
- 8.1.tpi.6. participate in creative responses to text (e.g., debates, dramatization, speeches).

At Level 2, the student is able to

- 8.1.tpi.7. develop an awareness of literature that reflects a diverse society.
- 8.1.tpi.8. read fluently basic grade appropriate selections.
- 8.1.tpi.9. create and deliver an organized oral presentation using multiple sources of information from any content area utilizing visual aids for contextual support
- 8.1.tpi.10. summarize, paraphrase, and evaluate selected passages.
- 8.1.tpi.11. develop and enhance vocabulary by reading from a wide variety of texts and literary genres.
- 8.1.tpi.12. make inferences and recognize unstated assumptions.
- 8.1.tpi.13. make connections among the various literary genres, themes, and print and non-print texts with personal, historical, and cultural experiences.

8.1.tpi.14 demonstrate how time periods and cultures affect plots/characters in literature.

8.1.tpi.15. recognize recurring themes in literature.

8.1.tpi.16. distinguish between primary and secondary sources.

8.1.tpi.17. identify instances of flashback and foreshadowing.

At Level 3, the student is able to

8.1.tpi.18. define and apply internal (subjective) and external (objective) criteria in making critical evaluation of given statements.

8.1.tpi.19. create an example of allusion.

8.1.tpi.20. differentiate between internal and external conflict in a given passage.

8.1.tpi.21. determine the significance/meaning of a symbol in a print or non-print selection.

8.1.tpi.22. analyze literary elements.

8.1.tpi.23. evaluate reading selections and media sources to determine their applications to and effect on daily life.

8.1.tpi.24. explore and distinguish between primary and secondary source documents.