8th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
		Standard 1: Reading Process	
1.2: Acquire Concepts about Text	20-27%	8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. CL: D Content Limit: Item will address graphic features in a grade-level appropriate passage that may include maps, illustrations, diagrams, timelines, or tables. Only one concept may be addressed in an item.	Organizational Structures ~ texts may approach the information from a chronological sequence, comparison/contrast, descriptive, problem/solution, spatial, order of importance, point of view, or process/cause and effect approach. Analyzing the text to determine which approach is used can help students ask appropriate questions which will further understanding.
1.4: Acquire Decoding Skills Using Word Parts		8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. (743.01.a) CL: D Content Limit: Item will address word structure using words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.	Electronic Sources ~ web based resource such as electronic journal articles, books, stories, etc. The possibilities are limitless! Technology ~ Internet, CD's, video, MP3, audio, pod casts, other stuff that requires electricity to utilize. Preface ~ an introduction to a book that comes before the table of contents.
1.8: Vocabulary and Concept Development		8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words. CL: D Content Limit: Item requires word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words.	Appendix ~ a supplementary section in the back of the book that included maps, charts, tables, diagrams, etc. Graphic Features ~ images, tables, visual representations of data. Root Words ~ a base word of which a prefix or suffix can be added.
1.8: Vocabulary and Concept Development		8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings. CL: D Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of specific terms.	Prefixes ~ word parts, which come before the root word and often change the meaning. Suffixes ~ word parts come at the end of a word and will often tell what part or change what part of speech the word is. Abbreviations ~ a shortened form of the word that does not change the meaning.

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			Context Clues ~ using words, phrases, and content of sentences and paragraphs to understand an unknown or difficult word. Connotative Meaning ~ the emotional meaning, overtones, or associations a word has. Denotative Meaning ~ the actual dictionary definition for a word. Antonym ~ opposite meaning words. Synonym ~ same or similar meaning words. Multiple Meaning Words ~ words that have more than one meaning. Graphic Features ~ images, tables, visual representations of data. Predict ~ use textual clues to make an informed guess about what will happen next. Pronunciation ~ the way a word or language is spoken. Meaning ~ the process of understanding text. Parts of Speech ~ verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. Dictionary ~ a book that alphabetically lists words, their definitions, pronunciation, and etymology. Thesaurus ~ a book of synonyms. Glossary ~ a section in a book, usually in the back, that lists definitions for important words.

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		Standard 2: Comprehension/Interpretation	
2.1: Acquire Strategies and Skills for Comprehending Text		8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. (743.04.c) CL: E Content Limit: Item may require identification and relationship of facts and main ideas within two kinds of text. If two selections are presented, the two must be on the same theme or topic. Comparison items may also be assessed under this goal. Item requires comparison from no more than two sources on the same theme or topic.	Fact ~ a piece of information that is agreed upon as reality. Opinion ~ judgment, view formed in a particular mind about an issue. Cause and Effect ~ the relationship between two things when one thing makes something else happen. Inference ~ gaining meaning from clues in the text. Conclusion ~ a reasoned judgment. Evidence
2.1: Acquire Strategies and Skills for Comprehending Text		8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning. CL: D Content Limit: Item requires a conclusion based on determining cause and effect.	~ something that furnishes proof. Text Structure (narrative, informational – expository and procedural) ~ the organizational pattern an author uses to structure the ideas in a text (eg cause/effect, compare/contrast, description, problem/solution, sequential, goal/action/outcome, concept/definition, proposition/support).
2.1: Acquire Strategies and Skills for Comprehending Text		8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support. CL: E Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means item may require an explanation of why something has happened. Item requires information based solely from the text given.	~ Narrative - telling a story. ~ Expository - text that gives facts, information, directions, procedures, or defines terms ~ Persuasive - paragraph expressing an opinion that tries to convince the reader the opinion is correct. ~ Descriptive - text, which uses sensory images and clues to create a single clear picture. Summarize ~ to present the main points in a clear, concise form. Interpret ~ to explain or tell the meaning of.

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2.2: Acquire Skills to Comprehend Expository Text	73-80%	8.LA.2.2.3 Apply central ideas (literal of inferential) and critical details to summarize information from expository text. CL: C Content Limit: Item may require identification of main idea and/or details. Item may require identification of the explicit or inferred main idea and/or its relevant details. Item may require a summary or paraphrase solely from the text given.	**Main Idea** ~ the most important idea expressed in a paragraph or essay. It may or may not be directly stated. **Details (supporting)** ~ adding information to develop to the main idea to make he authors meaning clear or the piece vivid. **Poetry** ~ a form of literary expression that emphasizes the line as the unit of composition. Utilizes emotional, imaginative, figurative and sensory language.
2.2: Acquire Skills to Comprehend Expository Text		8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text. CL: D Content Limit: Item may require identification of the author's purpose and/or support for that purpose.	**Prose** ~ the ordinary language people use in speaking and writing. **Characterization** ~ methods a writer uses to develop the personality of a character. **Setting** ~ time and place.

2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)
		
		CL: D
		Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.
			Mood
			~ an emotional quality or atmosphere of a story.
			Plot Elements
			   ~ Exposition: The beginning of a piece, which introduces the characters, setting, and theme.
			   ~ Rising Action: The part of a plot where the conflict is introduced and complications arise.
			   ~ Climax: The moment of greatest emotional tension – the turning point.

2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. (743.03.b)
		
		CL: D
		Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) literary elements. Relationships among compares literary elements (e.g., how the setting affects a conflict or mood). The terms setting, characterization, plot, mood, or theme may be used in items.
			~ Falling Action: The action that follows the climax.
			Resolution: the action that resolves the conflict.
			Conflict
			~ the struggle within a plot between opposing forces.
			   ~ Internal - the struggle in the mind of the character who is torn between opposing options/forces.
			   ~ External - the struggle with other characters or outside forces. Man vs. nature, man vs. man, man vs. society, man vs. God, man vs. technology.

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2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b)
		
		CL: D
		Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.
			<u>Point of View (e.g., first person, third person limited and omniscient)</u>
			~ refers to who tells the story and how it is told.
			  ~ First person: the story is told from a character in the story. Uses the word "I".
			  ~ Third person: the author or someone outside the story tells it. Uses "he, she, and they."
			  ~ Limited: the narrator provides limited knowledge of the characters thoughts and actions.
			  ~ Omniscient: the narrator is all knowing or knows the characters thoughts.
			<u>Theme</u>
			~ the central idea in a literary work.
			<u>Author's Style</u>
			~ the author's choice in the arrangement of words and sentences in a literary work.

2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story. (743.03.a) CL: C Content Limit: Item may require the identification of the author's purpose. Identification is limited to third-person (limited and omniscient) and first-person. Item will not require knowledge or definition of the terms limited and omniscient.	
2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.6 Analyze the themes across various genres. CL: D Content Limit: Item will require the identification of theme in various literary works.	

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2.3: Acquire Skills for Comprehending Literary Text		8.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. (734.01.g) CL: Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.	

Cognitive level codes:
B: Memorize
C: Perform procedures
D: Demonstrate understanding
E: Conjecture, generalize, prove
F: Solve non-routine problems, make connections