

Language Arts 8-10 Reading

Phonemic Awareness, Word Recognition and Fluency

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, carrying their intonation and timing as appropriate for the text.

8	9	10	BENCHMARKS

Language Arts 8-10 Reading

Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. 	<ul style="list-style-type: none"> Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. 	<ul style="list-style-type: none"> Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. 	A. Use context clues and text structures to determine the meaning of new vocabulary.		26
<ul style="list-style-type: none"> Identify the relationships of pairs of words in analogical statements and infer word meanings from these relationships. 	<ul style="list-style-type: none"> Analyze the relationship of pairs of words in analogical statements and infer word meanings from these relationships. 	<ul style="list-style-type: none"> Analyze the relationships of pairs of words in analogical statements and infer word meanings from these relationships. 	B. Examine the relationships of analogical statements to infer word meanings.		2
<ul style="list-style-type: none"> Apply knowledge of connotation and denotation to determine the meaning of words. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms. 	<ul style="list-style-type: none"> Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. 	<ul style="list-style-type: none"> Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. 	C. Recognize the importance and function of figurative language		15

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8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Examine and discuss the ways that different events impact and change the English language. 	<ul style="list-style-type: none"> Examine and discuss ways historical events have influenced the English language. 	<ul style="list-style-type: none"> Analyze the ways that historical events influenced the English language. 	D. Explain how different events have influenced and changed the English language.		3
<ul style="list-style-type: none"> Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary. 	<ul style="list-style-type: none"> Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary. 	<ul style="list-style-type: none"> Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary. 	E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.		3
<ul style="list-style-type: none"> Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	<ul style="list-style-type: none"> Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	<ul style="list-style-type: none"> Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. 	F. Use multiple resources to enhance comprehension of vocabulary.		0

Language Arts 8-10 Reading

Reading Process – Concepts of print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 	<ul style="list-style-type: none"> Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 	<ul style="list-style-type: none"> Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 	A. Apply reading comprehension strategies to understand grade- appropriate text.		27
<ul style="list-style-type: none"> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).		29
<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. 	C. Use appropriate self-monitoring strategies for comprehension		0

Language Arts 8-10 Reading

Reading Applications – Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instructional manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness. Distinguish the characteristics of consumer materials, functional or workplace documents and public documents. 	<ul style="list-style-type: none"> Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience. Compare and contrast the effectiveness of the features used in various consumer functional or workplace documents and public documents. 	<ul style="list-style-type: none"> Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience. Analyze the effectiveness of the features used in various consumer documents, functional or workplace documents and public documents. 	A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.		17
<ul style="list-style-type: none"> Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping. Recognize how writers cite facts, draw inferences and present opinions in informational text. 	<ul style="list-style-type: none"> Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of propaganda, bias and stereotyping. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorial and speeches. 	<ul style="list-style-type: none"> Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of propaganda, bias and stereotyping. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches. 	B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.		9
<ul style="list-style-type: none"> Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. 	<ul style="list-style-type: none"> Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. 	<ul style="list-style-type: none"> Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. 	C. Analyze whether graphics supplement textual information and promote the author's purpose.		3

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8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Identify the author’s purpose and intended audience for the text. • Analyze an author’s argument, perspective or viewpoint and explain the development of key points. 	<ul style="list-style-type: none"> • Analyze an author’s implicit and explicit argument, perspective or viewpoint in text. • Analyze the author’s development of key points to support argument or point of view. 	<ul style="list-style-type: none"> • Analyze an author’s implicit and explicit argument, perspective or viewpoint in text. • Identify appeals to authority, reason and emotion. 	D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.		32
<ul style="list-style-type: none"> • Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic. 	<ul style="list-style-type: none"> • Critique the treatment, scope and organization of ideas from multiple sources on the same topic. 	<ul style="list-style-type: none"> • Critique the treatment, scope and organization of ideas from multiple sources on the same topic. 	E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).		1

Language Arts 8-10 Reading

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Identify and explain various types of characteristics and how their interactions and conflicts affect the plot. 	<ul style="list-style-type: none"> Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. 	<ul style="list-style-type: none"> Compare and contrast an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. 	A. Analyze interactions between characters in literary text and how the interactions affect the plot.		12
<ul style="list-style-type: none"> Analyze the influence of setting in relation to other literary elements. Compare and contrast different points of view and explain how voice affects literary text. 	<ul style="list-style-type: none"> Analyze the influence of setting in relation to other literary elements. Evaluate the point of view used in a literary text. 	<ul style="list-style-type: none"> Analyze the features of setting and their importance in a literary text. Analyze the author’s use of point of view, mood and tone. 	B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.		7
<ul style="list-style-type: none"> Explain how authors pace action and use subplots, parallel episodes and climax. 	<ul style="list-style-type: none"> Identify ways in which authors use conflicts, parallel plots and subplots in literary texts. 	<ul style="list-style-type: none"> Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text. 	C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.		9

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8	9	10	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Identify and explain universal themes across different works by the same author and by different authors. 	<ul style="list-style-type: none"> Interpret universal themes across different works by the same author and different authors. 	<ul style="list-style-type: none"> Interpret universal themes across different works by the same author or by different authors. 	D. Identify similar recurring themes across different works.		1
<ul style="list-style-type: none"> Explain how an author’s choice of genre affects the expression of a theme or topic. 	<ul style="list-style-type: none"> Analyze how an author’s choice of genre affects the expression of a theme or topic. 	<ul style="list-style-type: none"> Analyze how an author’s choice of genre affects the expression of a theme or topic. 	E. Analyze the use of a genre to express a theme or topic.		23
<ul style="list-style-type: none"> Identify examples of foreshadowing and flashback in a literary text. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax. 	<ul style="list-style-type: none"> Explain how foreshadowing and flashback are used to shape plot in a literary text. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary text. 	<ul style="list-style-type: none"> Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text. Recognize how irony is used in a literary text. Describe the effect of using sound devices in literary texts. Explain ways in which an author develops a point of view and style and cite specific examples from the text. 	F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.		2
<ul style="list-style-type: none"> Examine symbols used in literary texts. 	<ul style="list-style-type: none"> Explain how authors use symbols to create broader meanings. 	<ul style="list-style-type: none"> Explain how authors use symbols to create broader meanings. 	G. Explain techniques used by authors to develop style.		

