Reading – 8th Grade
Essential Academic Learning Requirements and Grade Level Expectations

By the end of eighth grade, students integrate a variety of comprehension and vocabulary strategies. They are able to adapt their reading to different types of text. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students refine their understanding of the author's craft, commenting and critically evaluating text. They continue to analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students continue to read for pleasure.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidences of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade-levels.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

Grade 8	
Grade Level Indicator: **1.2.2** **Apply strategies to comprehend words and ideas.** Performance Expectations: • Use abstract, derived <u>root words</u>, <u>prefixes</u>, and <u>suffixes</u> from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician). • Use <u>vocabulary strategies</u> to understand new words and concepts in <u>literary/narrative text</u> and <u>informational/expository</u> text. • Use <u>graphic features</u> to clarify and extend meaning (e.g., science processes, diagrams).	**Teaching Strategies** • Direct Instruction • Book Marks • Context Clues • Clarify • Preview Text **Primary Resources from the Literacy Box** • <u>Spelling Curriculum</u> • <u>Reciprocal Teaching</u> • <u>Strategies That Work</u> • <u>Put Reading First</u>

Component 1.3 Build vocabulary through wide reading.

| Grade Level Indicator: **1.3.2**
Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W
 Performance Expectations:
• Integrate new vocabulary from <u>informational/expository text</u> and | **Teaching Strategies**
• Direct Instruction
• Instruction with Short Text
• Modeling
• Think Aloud/Read Aloud
• Making Connections |