



Grade 8 Reading Language Arts Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 8

English Language Arts and Reading

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Category 1: Reading

The student will understand and analyze a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; **Supporting Standard**
 - (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; **Readiness Standard**
 - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc. **Supporting Standard**
- (5) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
 - (E) make connections to personal experiences, ideas in other texts, and society; **Readiness Standard**

- (F) make inferences and use evidence to support understanding;
Readiness Standard
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding;
Readiness Standard
- (6) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence to support an appropriate response;
Readiness Standard
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) analyze how themes are developed through the interaction of characters and events; **Supporting Standard**
 - (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict; **Readiness Standard**
 - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; **Readiness Standard**
 - (D) explain how the setting influences the values and beliefs of characters. **Supporting Standard**
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; **Supporting Standard**
 - (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; **Supporting Standard**
 - (C) analyze how playwrights develop dramatic action through the use of acts and scenes; **Supporting Standard**
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence; **Readiness Standard**
 - (ii) features such as footnotes, endnotes, and citations; **Supporting Standard**
 - (iii) multiple organizational patterns within a text to develop the thesis; **Supporting Standard**
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim and analyzing the argument; **Readiness Standard**
 - (ii) identifying and explaining the counter argument; **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**
- (9) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text; **Readiness Standard**

- (B) analyze how the use of text structure contributes to the author's purpose; ***Supporting Standard***
- (C) analyze the author's use of print and graphic features to achieve specific purposes; ***Supporting Standard***
- (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes; ***Supporting Standard***
- (E) identify and analyze the use of literary devices, including multiple points of view and irony; ***Supporting Standard***
- (F) analyze how the author's use of language contributes to mood, voice, and tone; ***Supporting Standard***
- (G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. ***Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

**Reporting Category 2:
Writing
Revising and Editing**

The student will revise and edit a variety of texts from various genres.

- (10) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; **Readiness Standard**
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; **Readiness Standard**
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard**
 - (ii) consistent, appropriate use of verb tenses and active and passive voice; **Readiness Standard**
 - (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; **Supporting Standard**

- (iv) pronoun-antecedent agreement; **Supporting Standard**
- (v) correct capitalization; **Supporting Standard**
- (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; **Supporting Standard**
- (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; **Readiness Standard**

Extended Constructed Response

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (6) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; **Readiness Standard**
 - (G) discuss and write about the explicit or implicit meanings of text; **Readiness Standard**
- (11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; **Readiness Standard**
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; **Readiness Standard**
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. **Supporting Standard**