



Grade 8 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 8 Reading Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

Informational

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
Readiness Standard
 - (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; **Readiness Standard**
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. **Readiness Standard**
- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) analyze literary works that share similar themes across cultures;
Supporting Standard
 - (B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths). **Supporting Standard**

(9) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) analyze works written on the same topic and compare how the authors achieved similar or different purposes. **Supporting Standard**

(11) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence. **Readiness Standard**

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.
Supporting Standard
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.
Supporting Standard
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; **Readiness Standard**
- (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict;
Readiness Standard
- (C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective. **Supporting Standard**

- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. **Supporting Standard**
- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) explain the effect of similes and extended metaphors in literary text. **Supporting Standard**
- (13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (A) evaluate the role of media in focusing attention on events and informing opinion on issues; **Supporting Standard**
- (C) evaluate various techniques used to create a point of view in media and the impact on audience. **Supporting Standard**
- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (D) make complex inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Expository Text.**
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; **Readiness Standard**
 - (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; **Supporting Standard**
 - (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; **Readiness Standard**
 - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. **Readiness Standard**
- (11) **Reading/Comprehension of Informational Text/Persuasive Text.**
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. **Supporting Standard**
- (12) **Reading/Comprehension of Informational Text/Procedural Texts.**
Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. **Supporting Standard**

(13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(A) evaluate the role of media in focusing attention on events and informing opinion on issues; **Supporting Standard**

(C) evaluate various techniques used to create a point of view in media and the impact on audience. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)