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 and 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
- Informational
- Literary Nonfiction
- Argumentative
- Correspondence
- 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**
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**

(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**