

North Palos School District 117

EIGHTH GRADE

September State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9	Identify author's purpose, message or theme	2.8.03
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.17, 1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.19
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e.	1.8.09
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.10
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers,	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins.	1.8.02, 1.8.03
1AH1 1AH2	Apply strategies to identify and construct new words using roots, affixes, synonyms, antonyms, homonyms, and words with	1.8.04, 1.8.05
2AH4 2BH7	Identify and interpret key literary terms to determine implied meanings (see addendum for corresponding monthly terms)	1.8.01, 1.8.02
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	1.8.23
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	1.8.16
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.01, 2.8.02
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.04
1CH5	Recognize points of view in narratives	2.8.05
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

October State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response to choice of genre & literary devices employed	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.14
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
1AH1 1AH2	Apply strategies to identify and construct new words using roots, affixes, synonyms, antonyms, homonyms, and words with multiple meanings (see addendum for corresponding monthly terms)	1.8.01
2AH4 2BH7	Identify and interpret key literary terms to determine implied meanings (see addendum for corresponding monthly terms)	1.8.01, 1.8. 02
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	1.8.16
1CH1 1CH2 1CH3 1CH7	*Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.09
1BH9 2BH1	*Develop creative interpretations of reading based on teacher-selected and independent reading	

October State Goals For Reading Continued on Page Two

EIGHTH GRADE

October State Goals For Reading Page Two

DESCRIPTOR	SKILL	FRAMEWORK
1CH5 1CH8 2AH2 2AH4	*Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	1.8.23
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	1.8.16
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.01, 2.8.02
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.04
1CH5	Recognize points of view in narratives	2.8.05
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

November State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author’s word choice and other literary elements and their effect on eliciting reader’s response to choice of genre & literary devices employed	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
1AH1 1AH2	Apply strategies to identify and construct new words using roots, affixes, synonyms, antonyms, homonyms, and words with multiple meanings (see addendum for corresponding monthly terms)	1.8.28
2AH4 2BH7	Identify and interpret key literary terms to determine implied meanings (see addendum for corresponding monthly terms)	1.8.22
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.16
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.38

November State Goals For Reading Continued on Page Two

EIGHTH GRADE

November State Goals For Reading Page Two

1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	1.8.23
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	1.8.16
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.01, 2.8.02
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.04
1CH5	Recognize points of view in narratives	2.8.05
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

December State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
1AH1 1AH2	Apply strategies to identify and construct new words using roots, affixes, synonyms, antonyms, homonyms, and words with multiple meanings (see addendum for corresponding monthly terms)	1.8.28
2AH4 2BH7	Identify and interpret key literary terms to determine implied meanings (see addendum for corresponding monthly terms)	1.8.22
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.16
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.38
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	

December State Goals For Reading Continued on Page Two

EIGHTH GRADE

December State Goals For Reading Page Two

DESCRIPTOR	SKILL	FRAMEWORK
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	1.8.23
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	1.8.16
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.01, 2.8.02
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.04
1CH5	Recognize points of view in narratives	2.8.05
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

January State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
1AH1 1AH2	Apply strategies to identify and construct new words using roots, affixes, synonyms, antonyms, homonyms, and words with multiple meanings (see addendum for corresponding monthly terms)	1.8.28
2AH4 2BH7 1AH4 1AH5	Identify and interpret key literary terms to determine implied meanings (see addendum for corresponding monthly terms)	1.8.22
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.16
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.38
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02

EIGHTH GRADE

January State Goals For Reading Page Two

DESCRIPTOR	SKILL	FRAMEWORK
2AH7 2BH3	*Identify, paraphrase, and evaluate details that indicate a variety of genre	
2AH9 2BH4	*Evaluate and reflect how theme and story elements from various selections representing various times and cultures affect text	1.8.16
2BH5 2BH6	*Investigate how attitudes and approaches toward recurring themes and problems in text change in different time periods and cultures	2.8.01, 2.8.02
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	2.8.04
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	2.8.05
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.06, 2.8.07, 2.8.08, 2.8.09
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.10, 2.8.11, 2.8.12
1CH5	Recognize points of view in narratives	2.8.13
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

February State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
2AH4 2BH7 1AH4 1AH5	Use key literary terms	1.8.28
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.22
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.16
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	1.8.38
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	
2AH7 2BH3	Identify, paraphrase, and evaluate details that indicate a variety of genre	1.8.01, 1.8.02

February State Goals For Reading Continued on Page Two

EIGHTH GRADE

February State Goals For Reading Page Two

DESCRIPTOR	SKILL	FRAMEWORK
2AH9 2BH4	Evaluate and reflect how theme and story elements from various selections representing various times and cultures affect text	
2BH5 2BH6	Investigate how attitudes and approaches toward recurring themes and problems in text change in different time periods and cultures	1.8.16
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	2.8.01, 2.8.02
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	2.8.04
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.05
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.06, 2.8.07, 2.8.08, 2.8.09
1CH5	Recognize points of view in narratives	2.8.10, 2.8.11, 2.8.12
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.13
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

March State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
2AH4 2BH7 1AH4 1AH5	Use key literary terms	1.8.28
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.22
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.16
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	1.8.38
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02
2AH7 2BH3	Identify, paraphrase, and evaluate details that indicate a variety of genre	

March State Goals For Reading Continued on Page Two

EIGHTH GRADE

March State Goals For Reading Page Two

DESCRIPTOR	SKILL	FRAMEWORK
2AH9 2BH4	Evaluate and reflect how theme and story elements from various selections representing various times and cultures affect text	1.8.01, 1.8.02
2BH5 2BH6	Investigate how attitudes and approaches toward recurring themes and problems in text change in different time periods and cultures	1.8.16
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	2.8.01, 2.8.02
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	2.8.04
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.05
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.06, 2.8.07, 2.8.08, 2.8.09
1CH5	Recognize points of view in narratives	2.8.10, 2.8.11, 2.8.12
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.13
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

April State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
2AH4 2BH7 1AH4 1AH5	Use key literary terms	1.8.28
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.22
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.16
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	1.8.38
1CH5 1CH8 2AH2 2AH4	Identify and compare literary elements and the extent of their effect on a story with emphasis on characterization, style, and theme	1.8.01, 1.8.02
2AH7 2BH3	Identify, paraphrase, and evaluate details that indicate a variety of genre	1.8.01, 1.8.02

April State Goals For Reading Continued on Page Two

EIGHTH GRADE

April State Goals For Reading Page Two

2AH9 2BH4	Evaluate and reflect how theme and story elements from various selections representing various times and cultures affect text	1.8.01, 1.8.02
2BH5 2BH6	Investigate how attitudes and approaches toward recurring themes and problems in text change in different time periods and cultures	1.8.16
1BG3	Determine whether a set of technical, multi-step instructions or procedures are clear	2.8.01, 2.8.02
1BH2 1CH4 2BH2	*Summarize, infer, and relate fiction to the real world and the purpose of the material or identify the best summary	2.8.04
1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.05
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.06, 2.8.07, 2.8.08, 2.8.09
1CH5	Recognize points of view in narratives	2.8.10, 2.8.11, 2.8.12
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.13
2AI3	Identify literary devices and the varieties of irony	2.8.10, 2.8.11, 2.8.12
2AH7	Identify a variety of genres	2.8.13

EIGHTH GRADE

May State Goals For Reading

DESCRIPTOR	SKILL	FRAMEWORK
1BH1	Make and verify predictions and probable outcomes based on prior knowledge and understanding of genres	1.8.06, 1.8.38
2AH8 1AH6 1CH9 2AH3 2AH5	Interpret and analyze author's word choice and other literary elements and their effect on eliciting reader's response	1.8.24
1BH6 2AH6	Evaluate and extend text with others to interpret nonfiction/fiction using textual evidence	1.8.15, 1.8.21
1CH11	Synthesize key points and supporting details to form conclusions	1.8.17
1BH5	Demonstrate an accurate understanding of important information in text by focusing on implicit and explicit details	1.8.18
2BH7	Engage in literary discussions (conflict, background, realism, and effectiveness)	
1CH12 1CH13 1CH14	Identify, interpret, and draw conclusions about illustrations/media that enhance text	1.8.25
1BH3 1BH7	Recognize organizational patterns in text to create graphic/mental representations to use while reading (i.e. list/sequence, comparison, cause/effect, problem/solution, and classification)	1.8.11, 1.8.12, 1.8.13
1BH8 1BH4	Read aloud fluently and apply self-correcting strategies to check for understanding (i.e. draw comparisons to other readings)	1.8.09
1CH6 1CH15	Select appropriate reading strategies (fiction/nonfiction) across content areas (identify cause/effect, compare/contrast, differentiate between fact and opinion)	1.8.11, 1.8.12, 1.8.40
1CH10	Interpret and integrate information from various sources and genres (content area textbooks, novels, newspapers, magazines, etc.)	1.8.22
1AH7 1AH1 1AH3	Recognize specialized vocabulary through contextual clues/word origins	1.8.26, 1.8.27
2AH4 2BH7 1AH4 1AH5	Use key literary terms	1.8.28
1BH2 1CH4 2BH2	Summarize, infer, and relate fiction to the real world and the purpose of the material	1.8.22
1CH1 1CH2 1CH3 1CH7	Make predictions, evaluations, and comparisons about text and summaries to form open-ended questions that reflect higher-order thinking	1.8.16
1BH9 2BH1	Develop creative interpretations of reading based on teacher-selected and independent reading	1.8.38
2AH7 2BH3	Identify, paraphrase, and evaluate details that indicate a variety of genre	
2AH9 2BH4	Evaluate and reflect how theme and story elements from various selections representing various times and cultures affect text	1.8.01, 1.8.02

May State Goals For Reading Continued on Page Two

EIGHTH GRADE

May State Goals For Reading Page Two

1AH7	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback and explain how they contribute to the meaning and a reader's interpretation of a literary selection	2.8.04
1CH10	Compare stories with to personal experience, prior knowledge, or other stories	2.8.05
1CH5	Recognize points of view in narratives	2.8.06, 2.8.07, 2.8.08, 2.8.09
2AH4	Determine characterization methods, motivation, conflict or contradiction of characters, and explain the relationship between main and supporting characters	2.8.10, 2.8.11, 2.8.12
2AI3	Identify literary devices and the varieties of irony	2.8.13
2AH7	Identify a variety of genres	2.8.13