

8TH GRADE READING CHECKLIST

Goals 1 – 5

Illinois Learning Standards A-C

Assessment Frameworks

ISAT test questions are derived from this checklist. Use as a curriculum guide.

WORDS IN ISOLATION

_____ Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).

_____ Use etymologies to determine the meanings of words.

WORDS IN CONTEXT

_____ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

_____ Determine the connotation of a word using word, sentence, and cross sentence clues.

_____ Determine the meaning of a word in context when the word has multiple meanings.

READING STRATEGIES

_____ Make and verify predictions based on prior knowledge and understanding of genres.

_____ Clarify an understanding of text by creating outlines, notes, or other visual representations.

_____ Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.

_____ Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.

_____ Relate information in the passage to other readings.

_____ Identify cause and effect organizational patterns in fiction and nonfiction.

_____ Identify compare and contrast organizational patterns in fiction and nonfiction.

_____ Identify proposition and support organizational patterns in fiction and nonfiction.

LITERAL OR SIMPLE INFERENCE

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

SUMMARIZING AND MAIN IDEA

_____ Compare an original text to a summary to determine whether the summary accurately captures the key ideas.

_____ Summarize briefly a complex story or nonfiction passage, or identify the best summary.

SEQUENCING AND ORDERING

_____ Identify the outcome or conclusion of a story or nonfiction account, based on previous occurrences or events.

_____ Identify the causes of events in a story or nonfiction account.

DRAWING CONCLUSIONS BASED ON EVIDENCE

_____ Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

_____ Differentiate between conclusions that are based on fact and those that are based on opinion.

_____ Explain information presented in a nonfiction passage using evidence from the passage.

_____ Use information from a variety of sources to explain a situation or decision or to solve a problem.

INTERPRETING INSTRUCTIONS

_____ Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).

AUTHOR'S PURPOSE AND DESIGN

_____ Determine the author's purpose as represented by the choice of genre, literary devices employed.

_____ Determine why some points are illustrated.

ENABLING OBJECTIVES

From Grade 7

_____ Determine the meaning of a word in context when the word has multiple meanings.

_____ Use word, sentence, and cross-sentence clues to determine meaning.

_____ Use synonyms and antonyms to determine the implied meanings of words.

_____ Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational, narrative).

_____ Summarize a story or nonfiction passage, or identify the best summary.

_____ Identify the main idea.

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

From Grade 6

_____ Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots from Greek, Latin, and other sources (see Roots and Affixes list).

_____ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

_____ Identify the main idea.

_____ Identify or summarize the order of events in a story or nonfiction account.

_____ Predict probable future outcomes or actions.

_____ Identify the structure and format of text.

_____ Differentiate between fact and opinion.

STORY AND LITERARY STRUCTURE

_____ Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback.

_____ Explain how theme, rising action, falling action, conflict, point of view, and resolution contribute to the meaning and a reader's interpretation of a literary selection.

_____ Identify the author's message or theme.

_____ Compare stories to personal experience, prior knowledge or other stories.

_____ Recognize points of view in narratives (e.g., first person).

CHARACTERIZATION

_____ Determine what characters are like by their words, thoughts, and actions as well as how other characters react to them.

_____ Determine character motivation.

_____ Identify conflict or contradiction within a character or a character's behavior.

_____ Explain the relationship between main and supporting characters.

LITERARY TERMS AND DEVICES

_____ Identify literary devices: (e.g., figurative language, hyperbole, understatement, symbols, dialogue).

_____ Explain how the literary devices (e.g., imagery, metaphor, and figurative language dialogue) contribute to the meaning of a literary selection.

_____ Identify varieties of irony, including dramatic irony.

VARIETY OF LITERARY WORKS

_____ Identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.

Grade 8

Part Definition

acid, acri (e.g., acidic, acrimonious)

ad- (e.g., addict, advise)

anthrop (e.g., anthropoid, anthropology)

-ary (e.g., dictionary, dietary)

aud (e.g., audible, auditory)

bin- (e.g., binary, binomial)

cata- (e.g., catacombs, catatonic)

circ, circum- (e.g., circumference, circumstance)

helio (e.g., heliotherapy, heliotrope)

hydra, hydro (e.g., hydrate, hydraulic)

-ive (e.g., definitive, derivative)

mal- (e.g., malady, malaria)

mid- (e.g., midnight, midwife)

-ness (e.g., kindness, lightness)

ob- (e.g., obituary, obese)

omni (e.g., omnipotent, omnipresent)

pater, part (e.g., paternal, patrimony)

spect (e.g., spectacular, inspect)

theo (e.g., theocracy, theology)

under- (e.g., underachiever, undermine)