Grade 8 Reading

Outcomes	4-Mastery	3-Proficiency	2-Approaching	1-Beginning
Comprehension **CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.**	Reads a variety of texts and demonstrates **insightful literal and inferential** comprehension by **perceptively and precisely**: • Summarizing and explaining the explicit and implicit messages, main ideas • Citing details that support main ideas • Making and supporting logical inferences (including characterization) • Interpreting themes, or author's messages logically • Understanding and analyzing how text structures support meaning • Giving opinions, make judgments, and draw conclusions supported by reasons, explanations, and evidence • Making personal connections • Comparing new information with previous knowledge and beliefs	Reads a variety of texts and demonstrates **literal and inferential** comprehension by **clearly, completely, and accurately**: • Summarizing and explaining the explicit and implicit messages, main ideas • Citing details that support main ideas • Making and supporting logical inferences (including characterization) • Interpreting themes, or author's messages logically • Understanding and analyzing how text structures support meaning • Giving opinions, make judgments, and draw conclusions supported by reasons, explanations, and evidence • Making personal connections • Comparing new information with previous knowledge and beliefs	Reads a variety of texts and demonstrates **literal** comprehension by **simplistically**: • Summarizing and explaining the explicit and messages, main ideas • Citing details that support main ideas • Making and supporting inferences (including characterization) • Interpreting themes, or author's messages • Understanding how text structures support meaning • Giving opinions, make judgments, and draw conclusions supported by reasons, explanations, and evidence • Making personal connections • Comparing new information with previous knowledge and beliefs	Reads a variety of texts and demonstrates **limited** comprehension by **partially or inaccurately** summarizing and explaining the explicit and messages, main ideas • Citing details that support main ideas • Making and supporting inferences (including characterization) • Interpreting themes, or author's messages • Understanding how text structures support meaning • Giving opinions, make judgments, and draw conclusions supported by reasons, explanations, and evidence • Making personal connections • Comparing new information with previous knowledge and beliefs
CR8.6 Read and demonstrate comprehension and interpretation of grade appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.	Read grade appropriate texts and demonstrate **insightful literal and inferential** comprehension and **logical** interpretive skills by: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Analyzing author craft (see 8.2c)	Read grade appropriate texts and demonstrate **literal and inferential** comprehension and interpretive skills by: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Analyzing author craft (see 8.2c)	Read grade appropriate texts and demonstrate **literal** comprehension and **basic** interpretive skills by simplistically: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Analyzing author craft (see 8.2c)	Read grade appropriate texts and demonstrate **limited** comprehension and **undeveloped** interpretive skills by **partially or inaccurately**: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Analyzing author craft (see 8.2c)
CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.	Reads independently and demonstrate literal and inferential comprehension of informational texts by **insightfully**: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Comparing and interpreting information from more than 1 text • Effectively using note making tools • Analyzing the impact of the author's context (background) on theme	Reads independently and demonstrate **literal and inferential** comprehension of informational texts by: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Comparing and interpreting information from more than 1 text • Effectively using note making tools • Analyzing the impact of the author's context (background) on theme	Reads independently and demonstrate **literal** comprehension of informational texts by **simplistically**: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Comparing and interpreting information from more than 1 text • Effectively using note making tools • Analyzing the impact of the author's context (background) on theme	Reads independently and demonstrate **limited** comprehension of informational texts by **partially or inaccurately**: • Identifying the author's purpose, point of view, biases, values, prejudices, or stereotyping • Comparing and interpreting information from more than 1 text • Using note making tools • Analyzing the impact of the author's context (background) on theme
CR8.8 Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression.	Orally reads grade level text with **skillful** fluency and expression at a rate above 180wcpm.	Orally reads grade level text fluently and expressively at a rate of 140-180wcpm.	Orally reads grade level text at a rate below 140 wcpm and with **basic** expression.	Orally reads grade level text at a rate below 140 wcpm and with **limited** expression.

Use of Strategies CR8.2: Select and use appropriate strategies to construct meaning	**BEFORE** **Skillfully and Insightfully:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose	**BEFORE** **Appropriately:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose	**BEFORE** **Simplistic attempts to:** • Tap, activate, and build prior knowledge • Asks questions • Preview text • Anticipate message the author's message • Predict what text will be about • Set purpose	**BEFORE** **Ineffective/undeveloped attempts to:** • Tap, activate, and build prior knowledge • Asks questions • Preview text • Anticipate message the author's message • Predict what text will be about • Set purpose
	DURING **Skillfully and Insightfully:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions • Makes, confirms, and adjusts inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy	**DURING** **Appropriately:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions • Makes, confirms, and adjusts inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy	**DURING** **Simplistic attempts to:** • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, and adjust predictions • Make, confirm, and adjust inferences and draw conclusion • Ask questions and self-monitor comprehension • Adjust rate or strategy	**DURING** **Ineffective/undeveloped attempts to:** • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, and adjust predictions • Make, confirm, and adjust inferences and draw conclusion • Ask questions and self-monitor comprehension • Adjust rate or strategy
	AFTER **Skillfully and Insightfully:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds critically • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**AFTER** **Appropriately:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds critically • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**AFTER** **Simplistic attempts to:** • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate and respond critically • Evaluate craft and techniques • Respond personally with support from text • Read again to deepen understanding and pleasure	**AFTER** **Ineffective/undeveloped attempts to:** • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate and respond critically • Evaluate craft and techniques • Respond personally with support from text • Read again to deepen understanding and pleasure
Cues and Conventions CR 8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues.	**Precisely** identifies cues and conventions to construct and confirm meaning by explaining:	**Appropriately** identifies cues and conventions to construct and confirm meaning by explaining:	**Simplistically** identifies cues and conventions to construct and confirm meaning by explaining:	**Incompletely** identifies cues and conventions to construct and confi2rm meaning by explaining:
Examples are:	**Pragmatic Cues** • Function and purpose of text • *Intended audience and tone* • Use of language (formal/informal) and register • Use of emotional appeal/persuasive language **Textual Cues** • How genre, literary devices, and text features shape understanding • The text's organization and its impact on unity and coherence **Syntactical Cues** • How compound and complex sentences enhance text • How punctuation enhances text. **Semantic/Lexical/Morphological Cues** • The author's choice of words reflect a knowledge of the audience and his/her purpose • How the use of tools to is used make and confirm meaning of words • How words can be used figuratively and for imagery		**Graphophonic Cues** ● Word patterns **Other Cues** ● Explaining how visuals, layout and accompanying graphics are used to enhance texts	