

Lake Washington School District
Teaching and Learning Framework

Eighth Grade

Language Arts/Reading

Power Standards | October 2007

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Word Recognition, Vocabulary and Fluency

Power Standards

Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.

Evidence of Learning

Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities: (e.g., lift as used in England compared to the U.S.A.) into written and oral communication.

Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms).

Select, from multiple choices, the meaning of a word identified in the text.

Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of solar in science transferred to understanding science fiction text).

Comprehension Skills and Strategies

Power Standards

Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer.

Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text.

Understand and analyze literary/story elements.

Evidence of Learning

State both literal and/or inferred main ideas and provide supporting text-based details.

State the theme/message and supporting details in culturally relevant literary/narrative text.

Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences.

Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment.

Interpret how situations, actions, and other characters influence a character's personality and development.

Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution. Explain the influence of setting on mood, character, and plot.

Explain the author's point of view and interpret how it influences the text.

Compare/contrast common recurring themes in

books by the same or different authors.

Comprehension Skills and Strategies (continued)

Power Standards	Evidence of Learning
Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.	<p>Compare and contrast information from multiple sources to gain a broader understanding of a topic.</p> <p>Compare and contrast how characters react to the same event using text-based evidence.</p> <p>Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts).</p> <p>Explain how certain actions cause certain effects (e.g., how the women’s suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure).</p>
Analyze text to generalize, express insight, or respond by connecting to other texts or situations.	<p>Generalize about universal themes, human nature, cultural and historical perspectives, etc., from reading multiple texts.</p> <p>Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.</p> <p>Provide a response to text that expresses an insight (e.g., author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine).</p>
Analyze treatment of concepts within, among, and beyond multiple texts.	Compare and contrast treatments of similar concepts and themes within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures).

Reading for Different Purposes in a Variety of Genres/Texts

Power Standards	Evidence of Learning
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Developing Reading Goals and Interests

Power Standards	Evidence of Learning
Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.	<p>Set goals for reading and develop a reading improvement plan.</p> <p>Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.</p>