

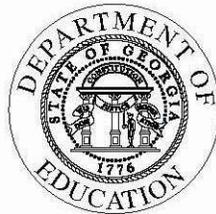


CRCT Content Descriptions

Based on the State-Mandated Content Standards

Reading

Grades 3–8



Dr. John D. Barge, State School Superintendent

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Criterion-Referenced Competency Tests (CRCT)

Content Descriptions Reading

Georgia law, as amended by the A+ Education Reform Act of 2000, requires that all students in grades one through eight take the CRCT in the content areas of Reading, English/Language Arts, and Mathematics. Students in grades three through eight are also assessed in Science and Social Studies. The CRCT are administered in the late spring of each year. These tests are designed to measure student achievement of the state-mandated content standards for Reading, English/Language Arts, Mathematics, Science, and Social Studies.

Implementation of the CRCT program is subject to appropriation by the General Assembly. Due to budget constraints, the CRCT will not be administered in grades one and two in spring 2014.

Program Purpose

The CRCT are designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the state-mandated content standards. The assessment program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually.

In accordance with Georgia law and State Board rule, CRCT in specified grades and subjects are used for promotion criteria. Third grade students are required to show proficiency on the Reading CRCT in order to be considered for promotion to the next grade level. Fifth grade and eighth grade students are required to show proficiency on both the Reading and Mathematics CRCT in order to be promoted to the next grade level. Students who do not achieve proficiency must be offered remediation and a retest.

CRCT Content Descriptions

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the state-mandated content standards will be assessed on the CRCT. Committees of Georgia educators reviewed the standards and provided guidance for the assessment program.

It is important to note that some standards are better suited for classroom or individual assessment rather than large-scale paper-pencil assessment. While those standards designed for classroom/individual assessment are not included in the CRCT Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the state-mandated content standards; they are provided to help educators better understand how the standards will be assessed. Further, the CRCT Content Descriptions *by no means* suggest *when* concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-mandated content standards. The state-mandated content standards are located at: <http://www.georgiastandards.org>

Reading Content Domains

To provide reliable measures, as well as structure to the assessment program, the state-mandated content standards are grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for Reading are:

Grade 3

Reading Skills and Vocabulary Acquisition

Literary Comprehension

Reading for Information

Grades 4–8

Reading Skills and Vocabulary Acquisition

Literary Comprehension

Information and Media Literacy

Using the Reading CRCT Content Descriptions

The Reading CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The standards assessed in each domain are provided, as are the related concepts, skills, and abilities assessed. The state-mandated content standards are conceptual in nature, requiring instruction to be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when all the content standards are taught in an integrated, conceptual fashion.

Reading

Grade: 3

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refers to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC3.L.4

ELACC3.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading

Grade: 3

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary text. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts. Texts may include: short story, fairy tale, fable, folktale, and poetry.

Standards Associated with Domain

ELACC3.RL.1	ELACC3.RL.5
ELACC3.RL.2	ELACC3.RL.6
ELACC3.RL.3	ELACC3.RL.7
ELACC3.RL.4	ELACC3.RL.9

Associated Concepts, Skills, and Abilities

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading

Grade: 3

Domain: Reading for Information

Domain Description

Reading for Information refers to key ideas and details, craft and structure, and integration of knowledge and ideas within informational text. The Reading for Information standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: nonfiction articles, biographies, subject-area texts, reference sources, web pages, journal entries, letters, recipes, maps, and posters.

Standards Associated with Domain

ELACC3.RI.1

ELACC3.RI.4

ELACC3.RI.7

ELACC3.RI.2

ELACC3.RI.5

ELACC3.RI.8

ELACC3.RI.3

ELACC3.RI.6

ELACC3.RI.9

Associated Concepts, Skills, and Abilities

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading

Grade: 4

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refers to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC4.L.4

ELACC4.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading

Grade: 4

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary text. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas, and between texts. Texts may include: short story, legend, fable, folktale, drama, narrative, and poetry.

Standards Associated with Domain

ELACC4.RL.1	ELACC4.RL.5
ELACC4.RL.2	ELACC4.RL.6
ELACC4.RL.3	ELACC4.RL.7
ELACC4.RL.4	ELACC4.RL.9

Associated Concepts, Skills, and Abilities

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Reading

Grade: 4

Domain: Information and Media Literacy

Domain Description

Information and Media Literacy refers to key ideas and details, craft and structure, and integration of knowledge and ideas within informational text. The Information and Media Literacy standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: nonfiction articles, essays, biographies, subject-area texts, reference sources, web pages, journal entries, letters, recipes, maps, and posters.

Standards Associated with Domain

ELACC4.RI.1

ELACC4.RI.4

ELACC4.RI.7

ELACC4.RI.2

ELACC4.RI.5

ELACC4.RI.8

ELACC4.RI.3

ELACC4.RI.6

ELACC4.RI.9

Associated Concepts, Skills, and Abilities

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading

Grade: 5

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refers to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC5.L.4

ELACC5.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph photosynthesis).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading

Grade: 5

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary text. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts. Texts may include: short story, fable, folktale, drama, descriptive narrative, myth, and poetry.

Standards Associated with Domain

ELACC5.RL.1	ELACC5.RL.5
ELACC5.RL.2	ELACC5.RL.6
ELACC5.RL.3	ELACC5.RL.7
ELACC5.RL.4	ELACC5.RL.9

Associated Concepts, Skills, and Abilities

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading

Grade: 5

Domain: Information and Media Literacy

Domain Description

Information and Media Literacy refers to key ideas and details, craft and structure, and integration of knowledge and ideas within informational text. The Information and Media Literacy standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: articles, informational essays, biographies, subject-area texts, reference sources, web pages, journal entries, letters, book/film reviews, how-to articles, and advertisements.

Standards Associated with Domain

ELACC5.RI.1

ELACC5.RI.4

ELACC5.RI.7

ELACC5.RI.2

ELACC5.RI.5

ELACC5.RI.8

ELACC5.RI.3

ELACC5.RI.6

ELACC5.RI.9

Associated Concepts, Skills, and Abilities

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading

Grade: 6

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refers to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC6.L.4

ELACC6.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Reading

Grade: 6

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary text. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts. Texts may include: short story, legend, folktale, drama, narrative, and poetry.

Standards Associated with Domain

ELACC6.RL.1	ELACC6.RL.5
ELACC6.RL.2	ELACC6.RL.6
ELACC6.RL.3	ELACC6.RL.9
ELACC6.RL.4	

Associated Concepts, Skills, and Abilities

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading

Grade: 6

Domain: Information and Media Literacy

Domain Description

Information and Media Literacy refers to key ideas and details, craft and structure, and integration of knowledge and ideas within informational text. The Information and Media Literacy standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: articles, informational essays, biographies, subject-area texts, reference sources, book/film reviews, web pages, advertisements, journal entries, workplace materials, and consumer materials.

Standards Associated with Domain

ELACC6.RI.1

ELACC6.RI.4

ELACC6.RI.7

ELACC6.RI.2

ELACC6.RI.5

ELACC6.RI.8

ELACC6.RI.3

ELACC6.RI.6

ELACC6.RI.9

Associated Concepts, Skills, and Abilities

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Reading

Grade: 7

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refers to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC7.L.4

ELACC7.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading

Grade: 7

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary text. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts. Texts may include: short story, legend, folktale, drama, descriptive narrative, and poetry.

Standards Associated with Domain

ELACC7.RL.1	ELACC7.RL.5
ELACC7.RL.2	ELACC7.RL.6
ELACC7.RL.3	ELACC7.RL.9
ELACC7.RL.4	

Associated Concepts, Skills, and Abilities

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading

Grade: 7

Domain: Information and Media Literacy

Domain Description

Information and Media Literacy refers to key ideas and details, craft and structure, and integration of knowledge and ideas within informational text. The Information and Media Literacy standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: articles, informational essays, biographies, subject-area texts, reference sources, business letters, how-to articles, book/film reviews, web pages, advertisements, journal entries, workplace materials, and consumer materials.

Standards Associated with Domain

ELACC7.RI.1

ELACC7.RI.4

ELACC7.RI.7

ELACC7.RI.2

ELACC7.RI.5

ELACC7.RI.8

ELACC7.RI.3

ELACC7.RI.6

ELACC7.RI.9

Associated Concepts, Skills, and Abilities

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Reading

Grade: 8

Domain: Reading Skills and Vocabulary Acquisition

Domain Description

Reading Skills and Vocabulary Acquisition refer to vocabulary acquisition and use. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Standards Associated with Domain

ELACC8.L.4

ELACC8.L.5

Associated Concepts, Skills, and Abilities

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., verbal irony and puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, and resolute).

Reading

Grade: 8

Domain: Literary Comprehension

Domain Description

Literary Comprehension refers to key ideas and details, craft and structure, and integration of knowledge and ideas within literary texts. The Literary Comprehension standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of texts, including making an increasing number of connections among ideas and between texts. Texts may include: short story, legend, folktale, drama, descriptive narrative, and poetry.

Standards Associated with Domain

ELACC8.RL.1	ELACC8.RL.5
ELACC8.RL.2	ELACC8.RL.6
ELACC8.RL.3	ELACC8.RL.9
ELACC8.RL.4	

Associated Concepts, Skills, and Abilities

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading

Grade: 8

Domain: Information and Media Literacy

Domain Description

Information and Media Literacy refer to key ideas and details, craft and structure, and integration of knowledge and ideas within informational texts. The Information and Media Literacy standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students must also show a steadily growing ability to discern more from and make fuller use of texts, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. Texts may include: articles, informational essays, biographies, subject-area texts, charts, graphs, maps, reference sources, book/film reviews, calendars, menus, how-to passages, web pages, advertisements, journal entries, workplace materials, business letters, and consumer materials.

Standards Associated with Domain

ELACC8.RI.1

ELACC8.RI.4

ELACC8.RI.7

ELACC8.RI.2

ELACC8.RI.5

ELACC8.RI.8

ELACC8.RI.3

ELACC8.RI.6

ELACC8.RI.9

Associated Concepts, Skills, and Abilities

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, or multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.