

## STAAR Strand 1 – Oral Language Skills

**Grade 8 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations**

**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
- (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
- (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

**Prerequisite Skills/Links to TEKS Vertical Alignment**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (7)
- use context such as contrast or cause and effect to clarify the meaning of words (7)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, lue, and sens/sent (7)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (6)
- use context such as definition, analogy, and examples to clarify the meaning of words (6)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus (6)
- use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (5)
- identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (5)
- identify, use, and explain the meaning of adages and puns (5)
- use print or digital resources to determine meaning, syllabication, and pronunciation (4)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (4)
- determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4)
- identify, use, and explain the meaning of homophones such as reign/rain (4)
- use print or digital resources to determine meaning, syllabication, and pronunciation (3)
- use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
- identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)

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**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)
- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
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## STAAR Strand 2 – Comprehension Skills

### Grade 8 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

**Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

### Prerequisite Skills/Links to TEKS Vertical Alignment

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- make connections to personal experiences, ideas in other texts, and society (7)
- make inferences and use evidence to support understanding (7)
- evaluate details read to determine key ideas (7)
- make connections to personal experiences, ideas in other texts, and society (6)
- make inferences and use evidence to support understanding (6)
- evaluate details read to determine key ideas (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- evaluate details read to determine key ideas (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- evaluate details read to determine key ideas (4)
- synthesize information to create new understanding (4)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)

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**Prerequisite Skills/Links to TEKS Vertical Alignment**

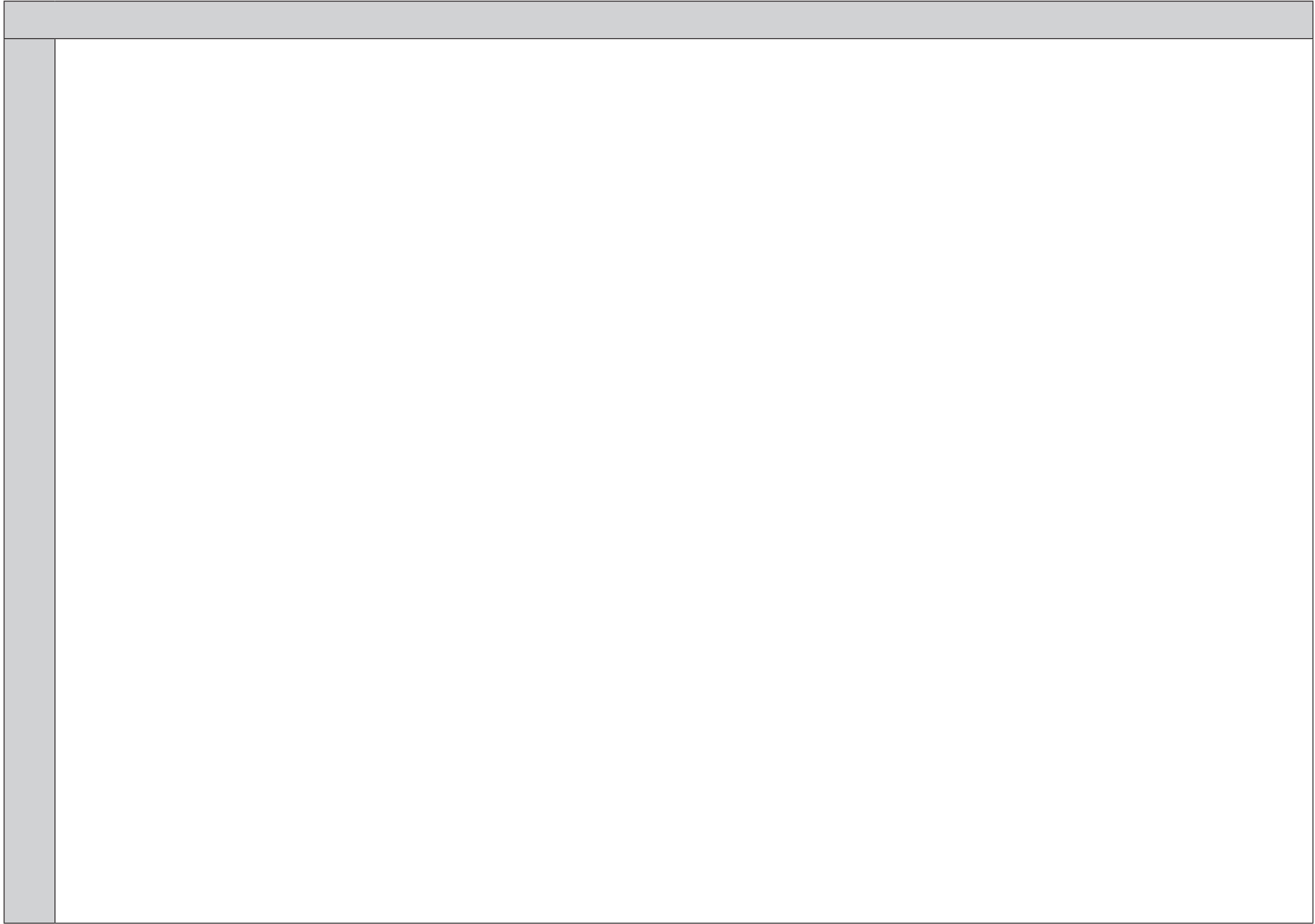
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- evaluate details read to determine key ideas (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- evaluate details to determine what is most important with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (K)
- evaluate details to determine what is most important with adult assistance (K)
- synthesize information to create new understanding with adult assistance (K)

**STAAR Strand 3 – Response Skills**

**Grade 8 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations**

**STAAR Strand 4 – Literary Elements and Genres**

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Prerequisite Skills/Links to TEKS Vertical Alignment

- analyze characteristics and structural elements of informational text, including:
  - (i) the controlling idea or thesis with supporting evidence (7)
  - (ii) organizational patterns that support multiple topics, categories, and subcategories (7)
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**STAAR Strand 5 – Author’s Purpose and Craft**

**Grade 8 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations**

**Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to**

**Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify and understand the use of literary devices, including first- or third-person point of view (4)
- explain the author's purpose and message within a text (3)
- explain the author's use of print and graphic features to achieve specific purposes (3)
- describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3)
- identify the use of literary devices, including first- or third-person point of view (3)
- discuss the author's purpose for writing text (2)
- discuss the author's purpose for writing text (1)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (1)
- discuss how the author uses words that help the reader visualize (1)
- listen and experience first- and third-person texts (1)
- discuss with adult assistance the author's purpose for writing text (K)
- discuss with adult assistance how the use of text structure contributes to the author's purpose (K)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)
- listen and experience first- and third-person texts (K)

**STAAR Strand 6 – Composition - Writing Process and Genres**

**Grade 8 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations**

**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing**





Prerequisite Skills/Links to TEKS Vertical Alignment

- (v) adverbs that convey time (1)
- (vi) prepositions (1)
- (vii) pronouns, including subjective, objective, and possessive cases (1)
- (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
- (ix)