

Idaho State Content Standards with Limits – Language Arts

8th Grade

Standard 1: Reading Process

Interpret graphic features of text to clarify and extend meaning.

Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, illustrations, diagrams, timelines, or tables.

Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.

Content Limit: Item will address word structure using words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.

Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.

Content Limit: Item requires word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words.

Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.

Content Limit: Vocabulary items require context clues, words with multiple meanings, antonyms, synonyms, analogies, and connotation/denotation within a grade-level passage (based on 2 readability formulas). Item will not require definition of specific terms.

Standard 2: Comprehension/Interpretation

Determine the relationships among facts, ideas, and events used in various texts to support a central purpose

Content Limit: Item may require identification and relationship of facts and main ideas within two kinds of text. If two selections are presented, the two must be on the same theme or topic. Comparison items may also be assessed under this goal.

Distinguish cause and effect relationships in text to gain meaning.

Content Limit: Item requires a conclusion based on determining cause and effect.

Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.

Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means item may require an explanation of why something has happened.

Item requires information based solely from the text given.

Apply central ideas (literal or inferential) and critical details to summarize information from expository text.

Content Limit: Item may require identification of main idea and/or details.

Item may require identification of the explicit or inferred main idea and/or its relevant details.

Item may require a summary or paraphrase solely from the text given.

Identify the main purpose and anticipate outcomes of procedures specified in informational text.

Content Limit: Item may require identification of the author's purpose and/or support for that purpose.

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

Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) characters and their actions.

Analyze the importance of the setting to the mood and to the meaning of the story.

Content Limit: An item may require the identification and/or analysis of (i.e., relationships among) literary elements. Relationships among compares literary elements (e.g., how the setting affects a conflict or mood). The terms setting, characterization, plot, mood, or theme may be used in items.

Evaluate the structural elements of the plot and how conflicts are addressed and resolved.

Content Limit: Item may require the identification and/or analysis of various kinds of conflict. Only literary elements of plot, conflict, and resolution may be addressed.

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

Content Limit: Item may require the identification of the author's purpose.

Identification is limited to third-person (limited and omniscient) and first-person.

Item will not require knowledge or definition of the terms limited and omniscient.

Analyze the themes across various genres.

Content Limit: Item will require the identification of theme in various literary works.

Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension

Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, personification, or hyperbole.

Standard 3: Writing Process

Generate a main idea or thesis appropriate to the writing.

Content Limit:

Items may include a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.

Main idea

Writer's focus

Topic sentence

Thesis

Apply appropriate organizational strategies to plan writing.

Content Limit: Items may include a statement of purpose, audience, and format that will allow students to select the best organizational structure from the given options.

Organizational strategies:

Introductory paragraph

(with hook or lead)

Supporting details

Conclusion

Organizational structure:

Chronological order

Order of importance

Comparison and contrast

Spatial order

Classification and definition

Cause and effect

Match appropriate writing format to purpose and audience

Content Limit: Items may include information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-8.

[Note: Also includes grade-appropriate formats such as biography and autobiography]

Purpose

Format

Audience

Revise draft for meaning, clarity, and effective organization.

Content Limit:

Sequence

Precise language

Formal/informal language

Consistent voice (just beginning)

Add details and delete irrelevant or redundant information.

Content Limit:

Items may specify the audience and purpose for the selected passage. Items may include a passage that either contains too much (irrelevant or redundant) information or too little (not enough details to achieve the purpose). Students may select the editing choice (add specified details or delete specified details).

Adding relevant details

Removing irrelevant details

Arrange transition words and phrases in draft to clarify meaning and improve organization.

Content Limit: Items may specify the audience and purpose for the selected passage. Items may include the same passage written with different or reordered transition words and phrases.

Students may select the passage within which the transition words or phrases best clarify the passage meaning.

Apply a variety of sentence structures to improve sentence fluency and enhance writing style

Content Limit: Misplaced modifiers

Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning

Edit the draft using an editing checklist with common editing marks.

Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)

Standard 5: Writing Components

Spell correctly Grade 8 high-frequency words and content area words.

Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series

Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.

Content Limit: Includes homophones and commonly confused words

Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).

Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]

Skills assessed in previous grades are included.

Examples:

Sentence type recognition (declarative, interrogative, exclamatory, and imperative)

Subject-verb agreement

Complete/incomplete sentences [and run-ons]

Combining sentences to correctly form complete simple, compound, or complex sentences.

Use correctly: future verb tenses

- adjectives
- personal pronouns
- conjunctions
- adverbs

Content Limit:

Skills assessed in previous grades are included.

Examples:

Past and present verb forms, including irregular verbs

Apply capitalization correctly in writing.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Use commas, including in appositives; use parentheses and semicolon.

Content Limit:

Items may specify the mark (comma, parentheses, semicolon) and may ask students to select its correct placement within the sentence or may ask students to select the sentence that demonstrates correct use of the specified mark.