

## USD 368 Curriculum Guide

### \*KS Assessment

**Curricular Area: Reading**  
**Grade/Course: Eighth**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

#### Knowledge Base Indicators

The student...

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 2: The student reads fluently.**

#### Knowledge Base Indicators

The student...

1. uses knowledge of conventions and text features to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm* of speech.
3. uses knowledge of complex sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive* texts.
- 6L. uses context clues such as definition, restatement, example, comparison, and contrast to determine meaning.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 3: The student expands vocabulary.**

#### Knowledge Base Indicators

The student...

1. \*determines meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect*) from sentences or paragraphs.
2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

3. \*determines meaning of words through structural analysis, using knowledge of \*Greek, \*Latin, and Anglo-Saxon \*roots, \*prefixes, and \*suffixes to understand complex words, including words in science, mathematics, and social studies.
4. \*identifies and determines the meaning of *figurative language* including \**similes*, \**metaphors*, \**analogies*, \**hyperbole*, \**onomatopoeia*, \**personification*, \**idioms*, \**imagery*, and *symbolism*.
5. distinguishes between *connotative* and *denotative* meanings.
- 6L. identifies and uses multiple meanings of words.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.  
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive)**

**Knowledge Base Indicators**

The student...

1. identifies characteristics of *narrative*, *expository*, technical, and *persuasive* texts.
2. \*understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
4. generates and responds logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text.
5. \*uses information from the text to make inferences and draw conclusions.
6. \*analyzes how text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*) help support comprehension of text .
7. \*compares and contrasts varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes*, persuasive techniques) in one or more appropriate-level texts.
8. \*explains *cause-effect* relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive* texts.
9. \*\*uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied ideas, main events, important details) from appropriate-level *narrative*, *expository*, *technical*, and *persuasive* texts in logical order.
10. \*identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level text.
11. \*\*explains the relationship between an author's use of literary devices in a text (e.g., \*foreshadowing, \*flashback, \*irony, symbolism, tone, mood) and his or her purpose for writing the text.
12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
13. follows directions explained in *technical text*.
14. \*identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).
15. \*\*distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.
- 16L. summarizes the text.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

**Knowledge Base Indicators**

The student...

1. \*describes different aspects of *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major *characters* are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.
2. \*identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).
3. \*identifies major and minor elements of the *plot* (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.
4. recognizes aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
5. identifies the use of literary devices (e.g., *foreshadowing, flashback, figurative language, imagery, symbolism*) in a text and how the author uses such devices to help establish tone and mood.
- 6L. identifies and explains elements of exposition such as definition with example, cause and effect, compare and contrast, description, and sequence.
- 7L. identifies characteristics of a narrative.
- 8L. identifies characteristics of an essay.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

**Knowledge Base Indicators**

The student...

1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
2. compares and contrasts customs and ideas within literature representing a variety of cultures.
3. analyzes distinctive and shared characteristics of cultures through a variety of texts.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 1: The students use writing as a tool for learning throughout the curriculum.**

### Knowledge Base Indicators

The student...

1. uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.**

### Knowledge Base Indicators

The student...

1. generates and organize the information about a selected topic.
2. writes a draft about the selected topic.
3. revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce an improve product.
4. proofreads and edit for conventions and format.
5. publishes a legible final copy.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 3: The students use ideas that are well developed, clear and interesting.**

### Knowledge Base Indicators

The student...

1. produces multi-paragraph compositions that develop one theme.
2. understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 4: The students will use organization that enhances the reader's understanding.**

### **Knowledge Base Indicators**

The student...

1. writes introductions that engage the reader.
2. writes a cohesive piece with an introduction appropriate to a specific type of writing.
3. writes supporting details presented in a logical order.
4. uses transitions to allow ideas to flow smoothly within and between paragraphs.
5. writes conclusions that are appropriate for a specific type of writing.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 5: The students use *authentic* and appropriate voice.**

### **Knowledge Base Indicators**

The student...

1. uses vocabulary and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality, and liveliness).
2. conveys individual personality to the reader.
3. uses a voice appropriate to the purpose.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 6: The students use effective word choice.**

### **Knowledge Base Indicators**

The student...

1. chooses words and phrases appropriate for specific purposes and various audiences.
2. chooses precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs that create images in the reader's mind.
- 3L. composes sentences using proper subject-verb agreement.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 7: The students use clear and fluent sentences.**

### **Knowledge Base Indicators**

The student...

1. varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.
2. writes with a natural flow.
3. uses dialogue that is natural.
- 4L. composes vivid sentences using all parts of speech.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 8: The students use standard American English conventions.**

### **Knowledge Base Indicators**

The student...

1. uses complete sentences, including compound and complex.
2. uses appropriate paragraphing.
3. correctly uses a wide range of conventions such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
4. writes so that only light editing is needed to polish the text for publication.
- 5L. uses correct capitalization.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.**

### **Knowledge Base Indicators**

The student...

1. writes descriptive pieces which may include writing about a time, place occasion, and object.
2. writes narrative pieces (e.g., personal narratives, *autobiographies*, and short stories).
3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).
4. writes persuasive pieces (e.g., letters to the editor, advertisements, and essays).
5. writes technical pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).
6. writes for the purpose of explaining.

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 1: The student uses effective research practices.**

**Knowledge Base Indicators**

The student...

1. forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.
2. locates appropriate print and non-print information using text and technical resources, including databases.
3. distinguishes between accurate and inaccurate or misleading information.
4. compiles and organizes information and selects appropriate sources to support central ideas, concepts, and themes.
5. presents and defends findings and conclusions through a variety of media.
6. categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).
7. documents sources of information using standard format.

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 2: The student uses ethical research practices.**

**Knowledge Base Indicators**

The student...

1. analyzes and understands implications of *plagiarism* (e.g., ethical, legal).
2. expresses information in own words using explicit techniques to appeal to the background and interests of the audience.
3. cites references for all information used or reproduced from any source.
4. constructs a *bibliography* with author, title, publisher, year, website name and address, and copyright date.