Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Eighth Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| --- | --- | --- |
| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 8.2.R.1 | Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts. |  |  |  |  |
| 8.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres. |  |  |  |  |
| 8.2.R.3 | Students will generalize main ideas with supporting details in a text. |  |  |  |  |
| 8.3.R.1 | Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. |  |  |  |  |
| 8.3.R.2 | Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text. |  |  |  |  |
| 8.3.R.3 | Students will analyze how authors use key literary elements to contribute to the meaning of a text: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme, conflict (i.e., internal and external). |  |  |  |  |
| 8.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony. |  |  |  |  |
| 8.3.R.5 | Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated. |  |  |  |  |
| 8.3.R.6 | Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences abouttexts to draw logical conclusions from textual evidence. |  |  |  |  |
| 8.3.R.7 | Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences. |  |  |  |  |
| 8.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-levelvocabulary to infer meaning of grade-level text. |  |  |  |  |
| 8.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to defineand determine the meaning of increasingly complex words. |  |  |  |  |
| 8.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 8.4.R.4 | Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words. |  |  |  |  |
| 8.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) todetermine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |  |  |  |  |
| 8.5.R.1 | Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) andclauses. |  |  |  |  |
| 8.5.R.2 | Students will recognize the use of active and passive voice. |  |  |  |  |
| 8.5.R.3 | Students will recognize and correct inappropriate shifts in verb tense. |  |  |  |  |
| 8.5.R.4 | Students will recognize the subject and verb agreement, and correct as necessary. |  |  |  |  |
| 8.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |  |  |  |  |
| 8.6.R.2 | Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital). |  |  |  |  |
| 8.6.R.3 | Students will determine the relevance, reliability, and validity of the information gathered. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.