

### 2008 ELA 8 Trend Chart

#### Standard 1...*information and understanding*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
<b>R</b>	Draw conclusions and make inferences on the basis of explicit and implied information	6, 8, 22	10, 24	7		
<b>R</b>	Make, confirm, or revise predictions	11	25			
<b>R</b>	Condense, combine or categorize new information from one or more sources	25	8, 23	6		
<b>R</b>	Use knowledge of structure, content, and vocabulary to understand informational text	10		17, 19		
<b>R</b>	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts	24	21, 22	9, 16		
<b>Core Reading</b>	Identify a purpose for reading	26				
<b>Core Reading</b>	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)	7, 9		10, 20		
<b>R</b>	Use indexes to locate information and glossaries to define terms		26			
<b>Total</b>		<b>10/26=38%</b>	<b>8/26=31%</b>	<b>8/26=31%</b>		

#### Standard 2...*literary response and expression*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
<b>R</b>	Identify the author's point of view, such as first-person narrator and omniscient narrator	12	1, 18	11, 21		
<b>R</b>	Recognize how the author's use of language creates images or feelings	2, 13	14	12, 13		
<b>R</b>	Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry	16	16	15		
<b>R</b>	Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text	15				
<b>R</b>	Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent	4, 17, 21	3, 12, 13	2, 14		
<b>R</b>	Interpret characters, plot, setting, theme, and dialogue using evidence from the text	1, 3, 18, 19	2, 5, 15, 17, 19	1, 3, 4, 5, 22, 23, 24		
<b>Core Reading</b>	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)	5	6, 20			
<b>Total</b>		<b>13/26=50%</b>	<b>14/26=54%</b>	<b>14/26=54%</b>		

#### Standard 3...*critical analysis and evaluation*

	Performance Indicators	2006 Item#	2007 Item#	2008 Item#	2009 Item#	2010 Item#
<b>R</b>	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to evaluate examples, details, or reasons used to support ideas	20, 23	4, 7, 9, 11	8, 18, 26		
<b>R</b>	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to identify multiple levels of meaning	14				
<b>R</b>	Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to identify cultural and ethnic values and their impact on content			25		
<b>Total</b>		<b>3/26=12%</b>	<b>4/26=15%</b>	<b>4/26=15%</b>		

<b>LW</b>	<b>Listening/Writing cluster</b>	<b>(27,28,29,30)</b>	LW	LW	LW	LW	LW
<b>RW</b>	<b>Reading/Writing cluster</b>	<b>(31,32,33,34)</b>	RW	RW	RW	RW	RW
<b>WM</b>	<b>Writing Mechanics cluster</b>	<b>(30,34)</b>	WM	WM	WM	WM	WM

**R- READING**  
**L- LISTENING**  
**W- WRITING**

**SR - Short Response**  
**EP - Editing Paragraph**