

Reading - Grade 8

Item	Performance Indicator	Standard
1	Anticipates the beginning of a literacy activity (looks toward reader, tolerates headphones, locates literacy materials).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Identifies resource materials to gain information about words.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Identify fiction.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Selects important details/facts from reading materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
5	Identifies words/pictures/symbols/objects used for content communication.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
6	Anticipates the beginning of a literacy activity (looks toward reader, tolerates headphones, locates literacy materials).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
7	Locates title, chapter, glossary, etc.	Standard 2: Students apply a range of skills and strategies to read.
8	Recognizes vowel letter-sound association.	Standard 2: Students apply a range of skills and strategies to read.
9	Recognizes word order in simple sentences.	Standard 2: Students apply a range of skills and strategies to read.
10	Recognizes familiar printed words.	Standard 2: Students apply a range of skills and strategies to read.
11	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Identifies words/pictures/symbols/objects to name familiar people.	Standard 2: Students apply a range of skills and strategies to read.
13	Identifies words/pictures/symbols/objects to name familiar places.	Standard 2: Students apply a range of skills and strategies to read.
14	Creates an illustration/photo essay/object box specific to the text.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

15	Selects literacy materials/books by character or topic.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
16	Responds to own name, spoken/signed, print/picture.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
17	Identifies items on a map.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
18	Identifies an appropriate information resource to gain specific information.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
19	Explains the meaning of new vocabulary words in the context of a story/reading selection/activity.	Standard 2: Students apply a range of skills and strategies to read.
20	Demonstrates understanding of the difference between an information resource and literature.	Standard 4: Student select, read, and respond to print and nonprint material for a variety of purposes.
21	Anticipates routines or patterns connected to a literacy activity.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
22	Uses listening/observing strategies to comprehend a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
23	Explains the meaning of new vocabulary words in the context of a story/reading selection/activity.	Standard 2: Students apply a range of skills and strategies to read.
24	Uses word recognition skills ad context clues to comprehend text.	Standard 2: Students apply a range of skills and strategies to read.
25	Identifies facts in text.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.