

Illinois English Language Arts Curriculum Matrix

Illinois English Language Arts Goals/Standards/Benchmarks Grade 8	Curriculum Survey of Essential Skills National Rankings		ISAT Grade 8	Curriculum Survey	Priority
	Rank				
Goal 1: Reading Read with understanding and fluency.					
1.A. Apply word analysis and vocabulary skills to comprehend selections.					
Words in Isolation					
1.8.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	M	H	H
1.8.02 Use etymologies to determine the meanings of words.	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	M	H	H
Words in Context					
1.8.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	M	H	H
1.8.04 Determine the connotation of a word using word, sentence, and cross-sentence clues.	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	M	H	H
1.8.05 Determine the meaning of a word in context when the word has multiple meanings.	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	M	H	H
1.B. Apply reading strategies to improve understanding and fluency.					
1.8.06 Make and verify predictions based on prior knowledge and understanding of genres.	e8	Develop processes for understanding and remembering information.	H	H	H
	e52	Preview textbooks for informational text to anticipate content.			

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1.8.07 Clarify an understanding of text by creating outlines, notes, or other visual representations.	e39	Use writing as a strategy for comparing, contrasting, and synthesizing ideas, concepts and generalizations from a variety of literary sources.	H	M	H
	e40	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios.			
1.8.08 Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	e29	Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations.	H	H	H
	e68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.			
1.8.09 Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.	e44	Compare/contrast a reading selection with others.	H	M	H
1.8.10 Relate information in the passage to other readings.	e38	Synthesize and evaluate ideas from several selections on similar topics.	H	M	H
1.8.11 Identify cause and effect organizational patterns in fiction and nonfiction.	e24	Summarize, synthesize and organize information while reading.	H	H	H
	e82	Follow the logic of the organization of a technical text.			
1.8.12 Identify compare and contrast organizational patterns in fiction and nonfiction.	e24	Summarize, synthesize and organize information while reading.	H	H	H
	e53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.			
	e82	Follow the logic of the organization of a technical text.			
1.8.13 Identify proposition and support organizational patterns in fiction and nonfiction.	e24	Summarize, synthesize and organize information while reading.	H	H	H
1.C. Comprehend a broad range of reading materials.					
Literal or Simple Inference					
1.8.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	e46	Apply, extend, and expand on information while reading.	M	M	M