

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 1: Language		%	# of Items
		18-24%	11-15
0801.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.		
0801.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.		
0801.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.		
0801.1.4	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.		
0801.1.5	Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.		
0801.1.6	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.		
0801.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).		
0801.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).		
0801.1.9	Identify the appropriate use of gerund and participial phrases.		
0801.1.10	Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.		
0801.1.11	Select the correct pronoun-antecedent agreement for personal pronouns within context.		
0801.1.12	Identify correctly or incorrectly spelled words in context.		
0801.1.14	Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who})within context.		
0801.1.15	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 2: Vocabulary		%	# of Items
		6-11%	4-7
0801.1.16	Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.		
0801.1.17	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.		
0801.1.19	Recognize and use grade appropriate and/or content specific vocabulary.		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 3: Writing and Research		%	# of Items
		21-26%	13-16
0801.3.3	Select an appropriate thesis statement for a writing sample.		
0801.3.4	Rearrange multi-paragraphed work in a logical and coherent order.		
0801.3.5	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.		
0801.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.		
0801.3.7	Identify sentences irrelevant to a paragraph's theme or flow.		
0801.3.8	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.		
0801.3.9	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.		
0801.3.10	Select an appropriate title that reflects the topic of a written selection.		
0801.3.11	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.		
0801.3.13	Select the most appropriate format for a work-related text.		
0801.4.1	Select the most focused research topic.		
0801.4.2	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).		
0801.4.3	Determine the most appropriate research source for a given research topic.		
0801.4.5	Discern irrelevant research material from written text		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 4: Communication and Media		%	# of Items
		13-18%	8-11
0801.2.3	Identify the thesis and main points of a speech.		
0801.2.4	Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).		
0801.2.7	Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).		
0801.2.8	Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).		
0801.2.9	Distinguish between a summary and a critique.		
0801.7.1	Choose the most appropriate medium for a prescribed purpose and audience.		
0801.7.2	Select a visual image that best reinforces a viewpoint or enhances a presentation.		
0801.7.4	Draw an inference from a non-print medium.		
0801.7.5	Choose the statement that best summarizes/communicates the message presented by a medium.		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 5: Logic		%	# of Items
		8-15%	5-9
0801.5.2	Evaluate text for fact or opinion.		
0801.5.3	Analyze cause-effect relationships in text.		
0801.5.5	Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.		
0801.5.7	Identify a false premise in text.		
0801.5.8	Identify instances of bias and stereotyping in print and non-print texts.		
0801.5.9	Make inferences and draw conclusions based on evidence in text.		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 6: Informational Text		%	# of Items
		6-10%	4-6
0801.6.1	Formulate appropriate questions before, during, and after reading.		
0801.6.2	Identify the main idea and supporting details in text.		
0801.6.4	Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).		

TCAP-ACH Grade 8 Reading and Language Framework

Reporting Category 7: Literature		%	# of Items
		8-13%	5-8
0801.8.3	Determine how a story changes if the point of view is changed.		
0801.8.5	Analyze the development of similar themes across two or more literary texts.		
0801.8.6	Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).		
0801.8.7	Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).		
0801.8.8	Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.		
0801.8.11	Identify and analyze a literary character's moral dilemma.		
0801.8.14	Identify the author's purpose for writing.		