


Academic Vocabulary
Word Wall Cards
8th Grade STAAR Test
Reading SEs



by Donna Woods-Stellman, Ed. D.

2014

Directions

The purpose of these cards is to provide a visual graphic memory device for students to assist them in learning these academic vocabulary words. Many of the words that appear in the Texas Essential Knowledge and Skills (TEKS) are used in the question stems of the State of Texas Assessment of Academic Readiness (STAAR) Reading tests. In order for students to correctly answer such questions, it is important that they know and understand the academic vocabulary that may appear.

To use, write the day's learning objective in the exact terms of the TEKS on the board. Substitute a word card in place of the written word where applicable. After the lesson is completed, move the word cards to the classroom word wall for continual reinforcement. When spiraling back to a previously taught skill, retrieve the word wall card to use in the day's learning objective.

If students are using a vocabulary log, it may be beneficial to have students record these academic terms, and, using the visual cues on the cards, determine the meanings collaborative to record.

Notes:

- Approximately 60% of our students are visual learners. These visual clue cards are designed to hint at the meaning of the term. I have found them to be particularly effective for visual learners.
- If the term is bolded in the SE, there is a card in the set for that term.
- Terms are not repeated, although sometimes derivations are included as needed. I recommend that once you print and laminate the cards, you alphabetize them for easy access as many are used in multiple SEs. If needed, make additional copies of frequently used terms.
- One exception to the “no repeat” rule is the term “elements.” There are several cards for this term, with the appropriate elements in the periodic table-like graphic for the genre (e.g., elements of poetry differs from stylistic elements). To distinguish these cards, a small word appears at the top of the periodic chart.
- I used the terms “textual evidence” in place of “evidence from text” as it appears both ways in the SEs and it simply fits the card size better. Because of the frequency of this term in the SEs, you may want to print extra copies of that particular card.
- Not all verbs or terms in the SEs are provided. Most are not new words to students. If you feel a term should be added, I’ll be glad to create the card.
- Writing is part of the 6th grade and 8th grade curriculum but is not tested at these grade levels. Writing terms from the TEKS are not included in the 6th or 8th grade sets. The seventh grade set of cards includes writing terms.
- The fonts and most graphics used in this presentation are either free downloads or included in the Microsoft Office package. Some graphics are designed by me.
- The SEs for Figure 19 are repeated, but they only appear once in this set.

Eighth Grade SEs

If the term is bolded in the SE, there is a card in this set for that term.

RC1: demonstrate an ability to understand and **analyze** a variety of written **texts** across reading **genres**

8.2. understand new vocabulary and use it when reading and writing

- 8.2.A. determine the meaning of grade-level **academic English** words derived from Latin, Greek, or other linguistic **roots** and **affixes**; **Readiness Standard**
- 8.2.B. use **context** (within a sentence and in larger sections of text) to determine or **clarify** the meaning of unfamiliar or **ambiguous** words; **Readiness Standard**
- 8.2.E. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, **syllabication**, **pronunciations**, alternate word choices, and parts of speech of words. **Readiness Standard**

8.3. **analyze**, make **inferences** and draw **conclusions** about **theme** and **genre** in different **cultural**, historical, and **contemporary contexts** and provide **textual evidence** to support their understanding

- 8.3.A. **analyze literary** works that share similar **themes** across **cultures**; **Supporting Standard**
- 8.3.B. **compare** and **contrast** the similarities and differences in **mythologies** from various **cultures** (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths). **Supporting Standard**

8.9. **analyze**, make **inferences** and draw **conclusions** about the author's **purpose** in **cultural**, historical, and **contemporary** contexts and provide **textual evidence** to support their understanding

- 8.9.A. **analyze** works written on the same topic and **compare** how the authors achieved similar or different **purposes**. **Supporting Standard**

8.F19. use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message

- 8.F19.F. make **intertextual links** among and across texts, including other **media** (e.g., film, play), and provide **textual evidence**. **Readiness Standard**

Eighth Grade SEs

If the term is bolded in the SE, there is a card in this set for that term.

RC2: demonstrate an ability to understand and **analyze literary texts**.

8.3. analyze, make **inferences** and draw conclusions about **theme** and **genre** in different **cultural**, historical, and **contemporary contexts** and provide **textual evidence** to support their understanding

- 8.3.C. explain how the values and beliefs of particular **characters** are affected by the historical and **cultural setting** of the **literary work**. **Supporting Standard**

8.4. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **poetry** and provide **textual evidence** to support their understanding

- 8.4.A. **compare** and **contrast** the relationship between the **purpose** and **characteristics** of different poetic forms (e.g., epic poetry, lyric poetry). **Supporting Standard**

8.5. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **drama** and provide **textual evidence** to support their understanding

- 8.5.A. **analyze** how different **playwrights characterize** their **protagonists** and **antagonists** through the **dialogue** and **staging** of their plays. **Supporting Standard**

8.6. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **fiction** and provide **textual evidence** to support their understanding

- 8.6.A. **analyze** linear **plot** developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how **conflicts** are resolved; **Readiness Standard**
- 8.6.B. **analyze** how the central **characters'** qualities influence the **theme** of a **fictional work** and **resolution** of the central **conflict**;
Readiness Standard
- 8.6.C. **analyze** different forms of **point of view**, including **limited** versus **omniscient**, **subjective** versus **objective**. **Supporting Standard**

8.8. understand, make **inferences** and draw **conclusions** about how an author's **sensory language** creates **imagery** in **literary text** and provide **textual evidence** to support their understanding

- 8.8.A. explain the effect of similes and **extended** metaphors in **literary text**. **Supporting Standard**

Eighth Grade SEs

If the term is bolded in the SE, there is a card in this set for that term.

RC2: demonstrate an ability to understand and **analyze literary texts**. (continued)

8.13. use comprehension skills to **analyze** how words, **images, graphics**, and sounds work together in various forms to impact meaning.

- 8.13.A. **evaluate** the role of **media** in focusing attention on events and informing **opinion** on issues; **Supporting Standard**
- 8.13.C. **evaluate** various techniques used to create a **point of view** in **media** and the impact on audience. **Supporting Standard**

8.F19. use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.

- 8.F19.D. make complex **inferences** about text and use **textual evidence** to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- 8.F19.E. **summarize, paraphrase, and synthesize** texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Eighth Grade SEs

If the term is bolded in the SE, there is a card in this set for that term.

RC3: demonstrate an ability to understand and **analyze informational texts**.

8.10. **analyze**, make **inferences** and draw **conclusions** about **expository text** and provide **textual evidence** to support their understanding.

- 8.10.A. **summarize** the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; **Readiness Standard**
- 8.10.B. distinguish **factual claims** from **commonplace assertions** and **opinions** and **evaluate inferences** from their logic in text; **Supporting Standard**
- 8.10.C. make **subtle inferences** and draw complex **conclusions** about the ideas in text and their **organizational patterns**; **Readiness Standard**
- 8.10.D. **synthesize** and make logical **connections** between ideas within a text and across two or three texts representing similar or different **genres** and support those findings with **textual evidence**. **Readiness Standard**

8.11. **analyze**, make **inferences** and draw **conclusions** about **persuasive text** and provide **textual evidence** to support their analysis.

- 8.11.A. **analyze** the use of such **rhetorical** and **logical fallacies** as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. **Supporting Standard**

8.12. understand how to glean and use information in **procedural texts** and documents.

- 8.12.B. **evaluate graphics** for their **clarity** in communicating meaning or achieving a specific **purpose**. **Supporting Standard**

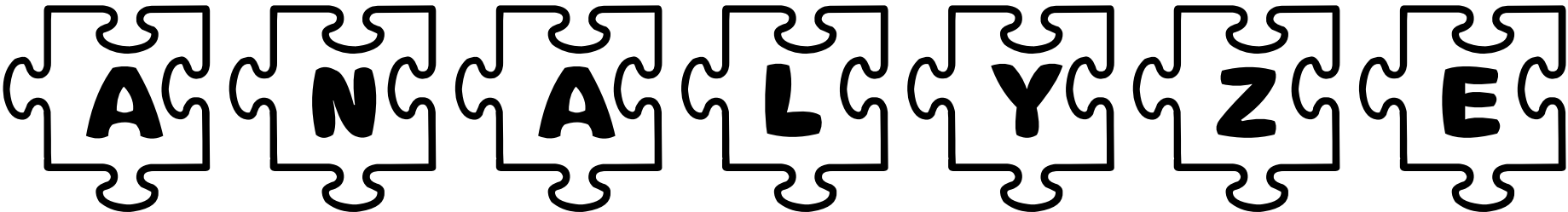
8.13. use comprehension skills to **analyze** how words, **images, graphics**, and sounds work together in various forms to impact meaning.

- 8.13.A. **evaluate** the role of **media** in focusing attention on events and informing **opinion** on issues; **Supporting Standard**
- 8.13.C. **evaluate** various techniques used to create a **point of view** in **media** and the impact on audience. **Supporting Standard**

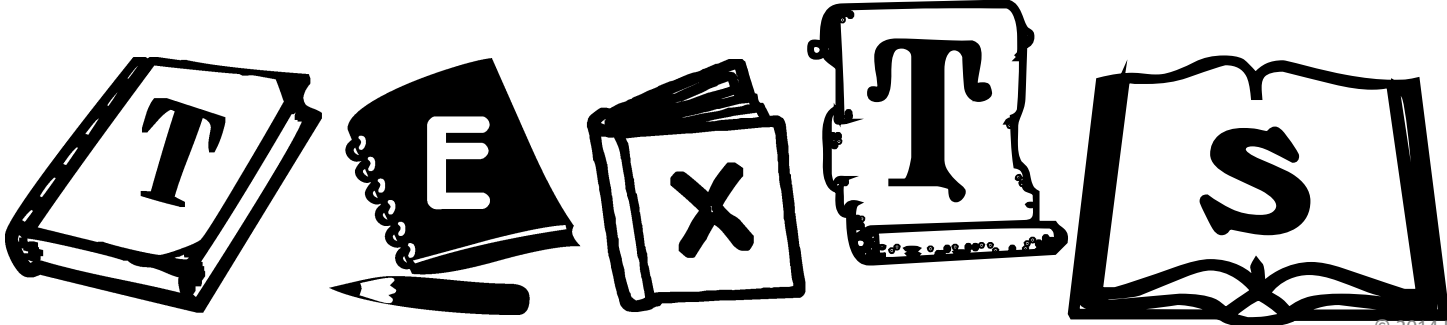
8.F19. use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.

- 8.F19.D. make complex **inferences** about text and use **textual evidence** to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)
- 8.F19.E. **summarize, paraphrase, and synthesize** texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

RC1: demonstrate an ability to understand and analyze a variety of written texts across reading genres



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8.2. understand new vocabulary and use it when reading and writing

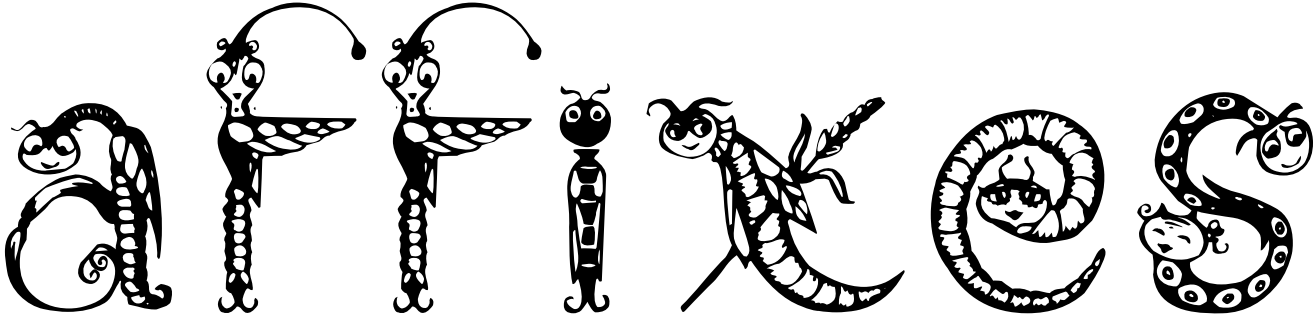
8.2.A. determine the meaning of grade-level **academic English** words derived from Latin, Greek, or other linguistic **roots** and **affixes**; **Readiness Standard**

academic English

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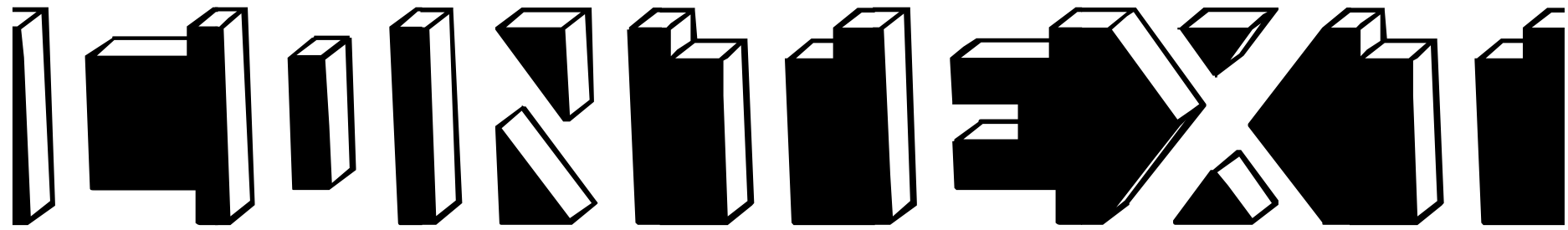


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8.2.B. use **context** (within a sentence and in larger sections of text) to determine or **clarify** the meaning of unfamiliar or **ambiguous** words or words with **novel meanings**; **Readiness Standard**



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8.2.B. use **context** (within a sentence and in larger sections of text) to determine or **clarify** the meaning of unfamiliar or **ambiguous** words or words with **novel meanings**; **Readiness Standard**

NOVEL MEANINGS

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8.2.E. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, **syllabication**, **pronunciations**, alternate word choices, and parts of speech of words. **Readiness Standard**

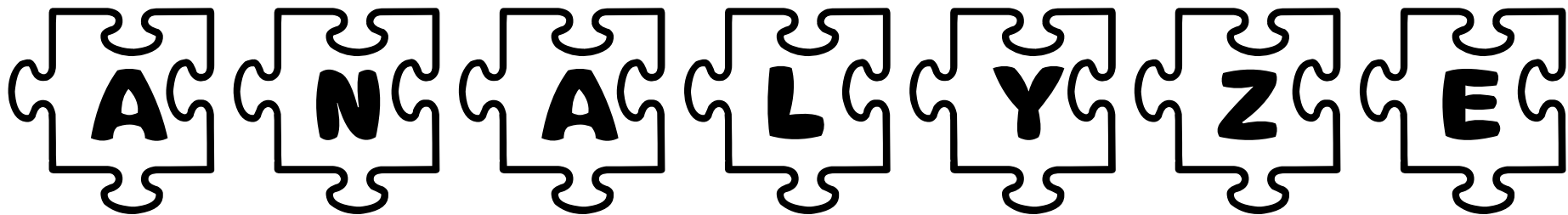
(prə-nŭn'sē-ā'shən)

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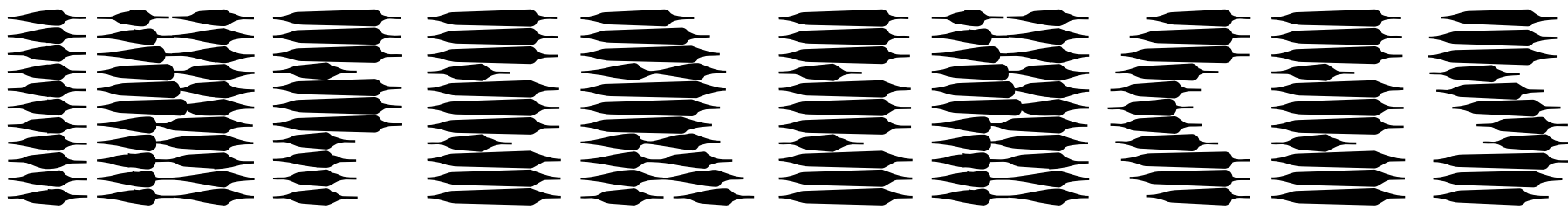
syl·lab'i·fi·ca'tion

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8.3. analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide textual evidence to support their understanding



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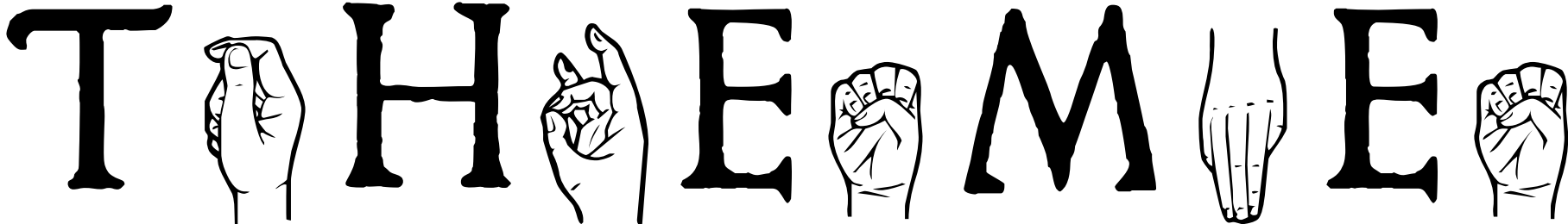
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C  *nclusi*  *ns*

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8.3. analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide textual evidence to support their understanding

8.3.A. analyze literary works that share similar themes across cultures; Supporting Standard



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8.3 analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and textual evidence to support their understanding



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8.3.A. analyze literary works that share similar themes across cultures; Supporting Standard



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8.3.B. **compare** and **contrast** the similarities and differences in **mythologies** from various **cultures** (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths). **Supporting Standard**

COMPARE

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CONTRAST

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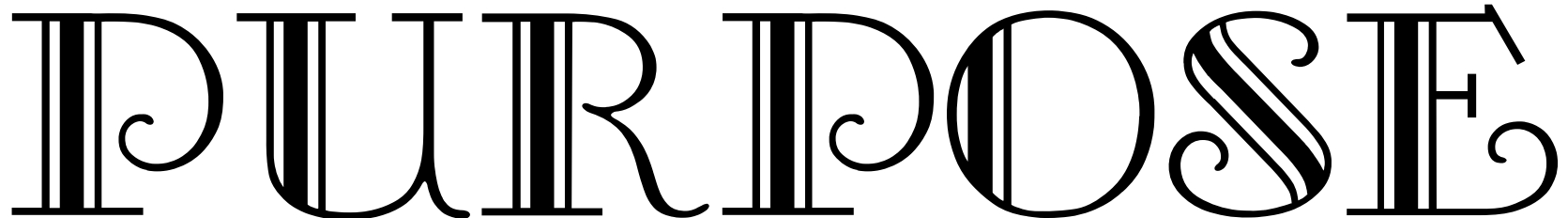
8.3.B. **compare** and **contrast** the similarities and differences in **mythology (-ies)** from various **cultures** (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths). **Supporting Standard**



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8.9. **analyze**, make **inferences** and draw **conclusions** about the author's **purpose** in **cultural**, historical, and **contemporary contexts** and provide **textual evidence** to support their understanding.

8.9.A. **analyze** works written on the same topic and **compare** how the authors achieved similar or different **purposes**. **Supporting Standard**



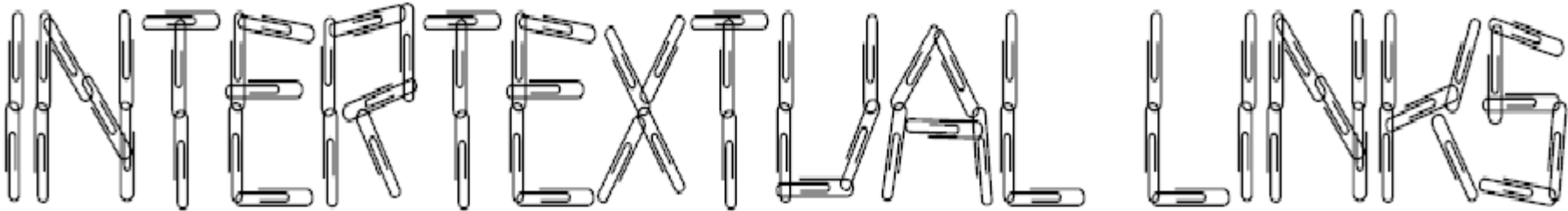
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8.11. **analyze**, make **inferences** and draw **conclusions** about **persuasive text** and provide **textual evidence** to support their analysis
8.11.A. **compare** and **contrast persuasive texts** that reached different **conclusions** about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents. **Supporting Standard**

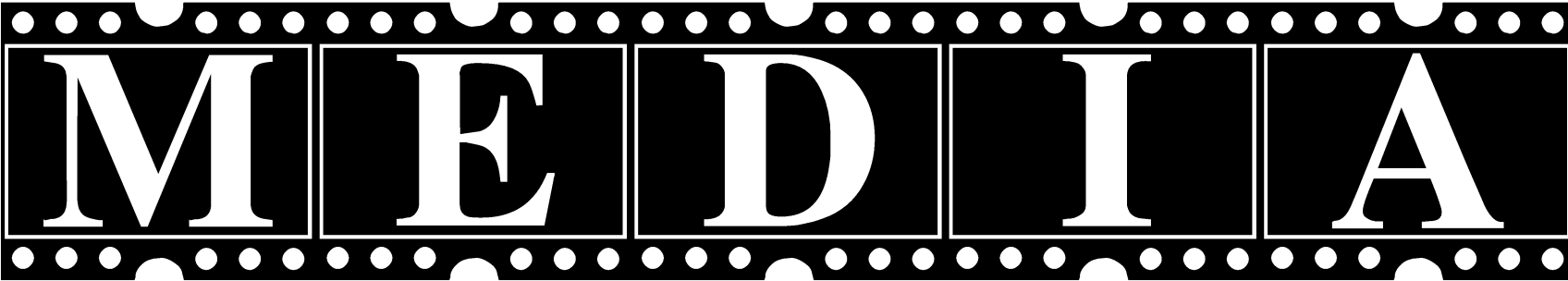


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8.F19. use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message
8.F19.F. make **intertextual links** among and across texts, including other **media** (e.g., film, play), and provide textual evidence. **Readiness Standard**



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8.3. analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide textual evidence to support their understanding

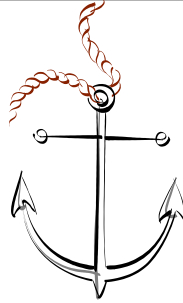
8.3.C. explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. Supporting Standard

CHARACTERS

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8.4. understand, make inferences and draw conclusions about the structure and elements of poetry and provide textual evidence to support their understanding.

STRUCTURE

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8.4. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **poetry** and provide **textual evidence** to support their understanding.

poetry

E	L	E	M	E	N	T	S
extended metaphor	line	elegy	meter	end rhyme	narrative poem	tone	stanza

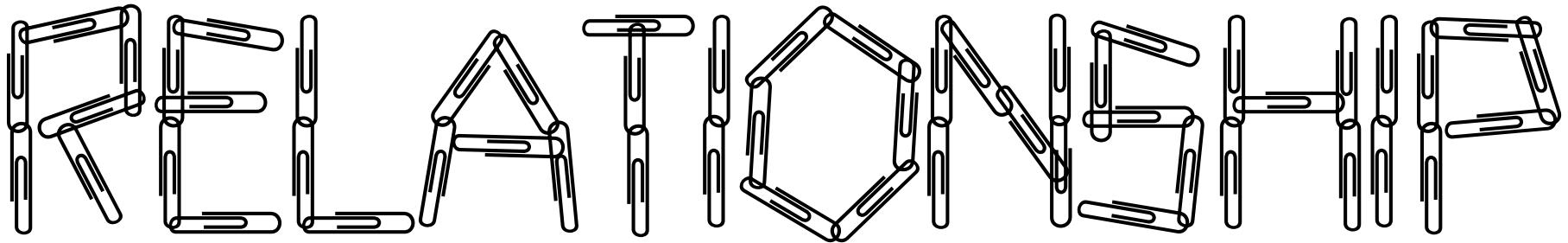
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8.4. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **poetry** and provide **textual evidence** to support their understanding

8.4.A. **compare** and **contrast** the **relationship** between the **purpose** and characteristics of different poetic **forms** (e.g., epic poetry, lyric poetry). **Supporting Standard**



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8.4. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **poetry** and provide **textual evidence** to support their understanding
8.4.A. **compare** and **contrast** the relationship between the **purpose** and characteristics of different poetic **forms** (e.g., epic poetry, lyric poetry). **Supporting Standard**

FORMS

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8.5. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **drama** and provide **textual evidence** to support their understanding.

drama

E	L	E	M	E	N	T	S
epilogue	line length	exit	monologue	exposition	"eNter"	tragedy	soliloquy

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D	R	A	M	A
dialogue	rising action	acts	monologue	aside

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The word "Playwrights" is written in a large, black, gothic-style font. The letter "P" is particularly large and is integrated with a black and white illustration of a quill pen resting on a scroll. The scroll is partially unrolled and has some faint markings on it.

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The word "characterize" is written in a large, black, bold, sans-serif font. Each letter has a small, cartoonish face with large, white eyes and a simple mouth, giving the word a playful, personified appearance.

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The word "Protagonist" is written in a large, grey, 3D block font. The letters are thick and have a slight shadow underneath, giving them a three-dimensional appearance.

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antagonist

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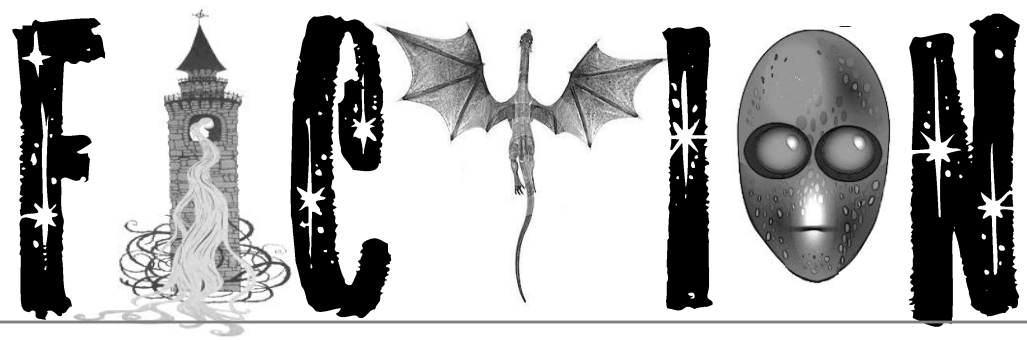
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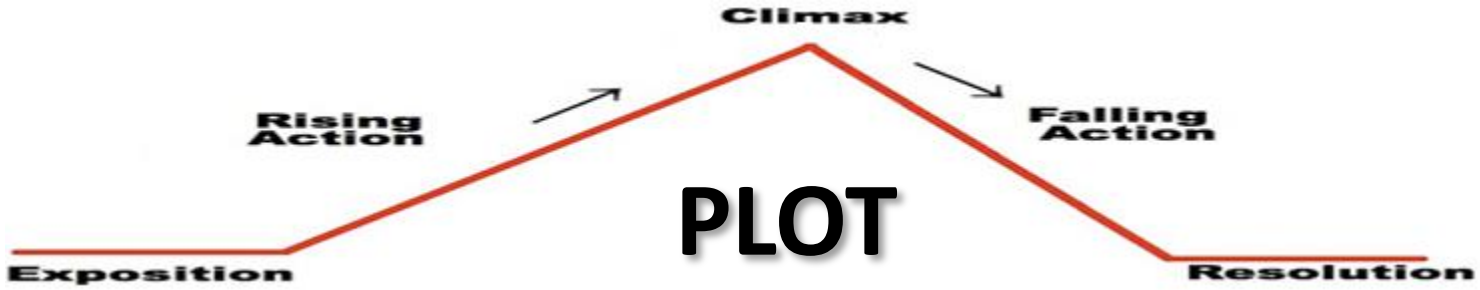
STAGING

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8.6. understand, make **inferences** and draw **conclusions** about the **structure** and **elements** of **fiction** and provide **textual evidence** to support their understanding
8.6.A. **analyze** linear **plot** developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how **conflicts** are resolved; **Readiness Standard**



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8.6.A. analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; Readiness Standard



RESOLVED

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8.6.B. analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; Readiness Standard



RESOLUTION

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Point Of View

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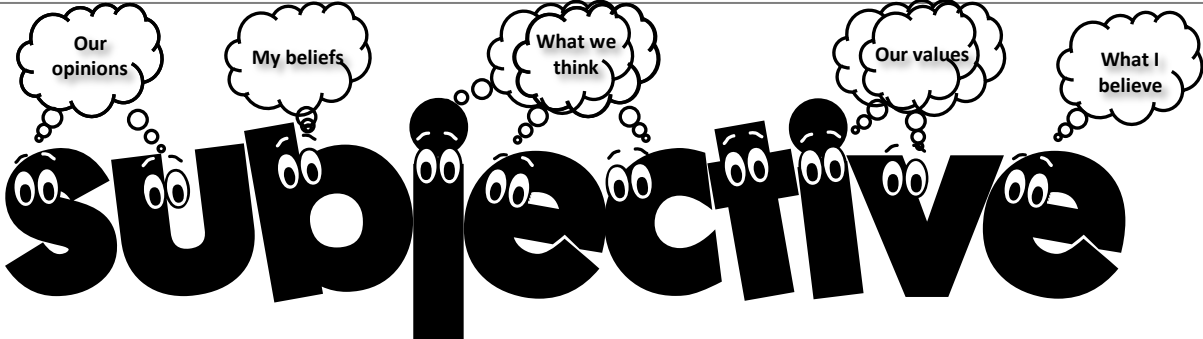
limited point of view

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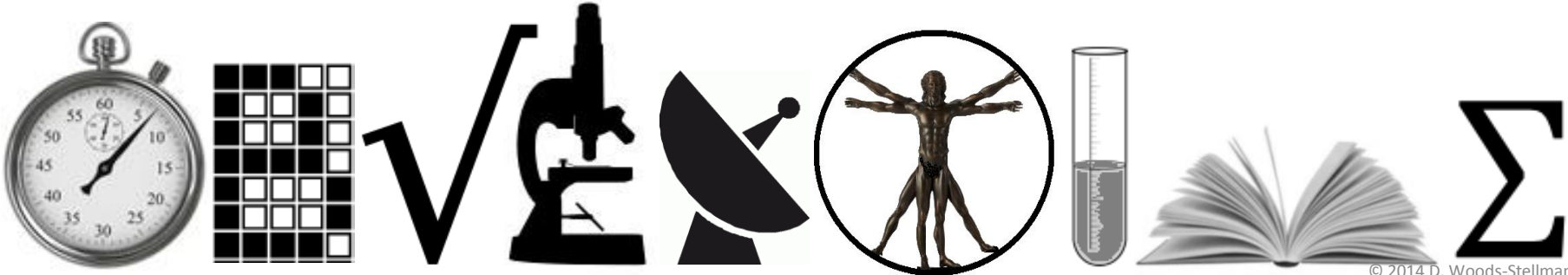
omniscient point of view

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8.6.C.. analyze different forms of point of view, including limited versus omniscient, subjective versus objective. Supporting Standard



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8.7. understand, make **inferences** and draw **conclusions** about the varied **structural** patterns and features of **literary nonfiction** and provide **textual evidence** to support their understanding

N n - f ct on

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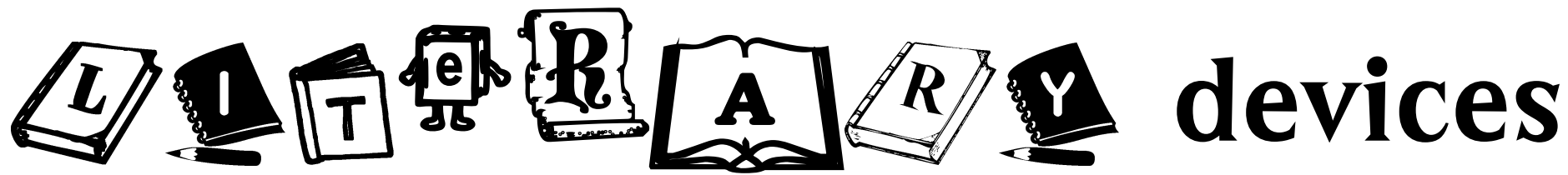
STRAUWCTWAHAL

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8.7.A, analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. Supporting Standard



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8.7.A, analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. Supporting Standard

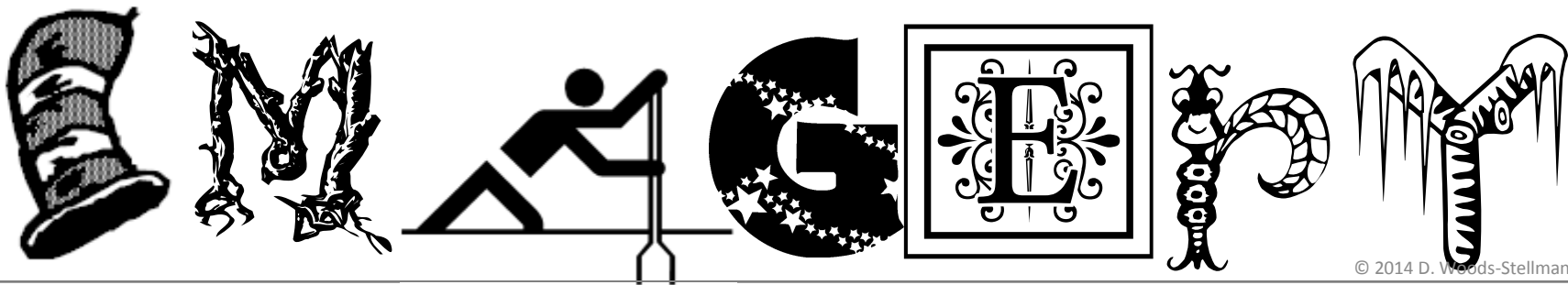
epigram

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8.8. understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide textual evidence to support their understanding
8.8.A. explain the effect of similes and extended metaphors in literary text. Supporting Standard

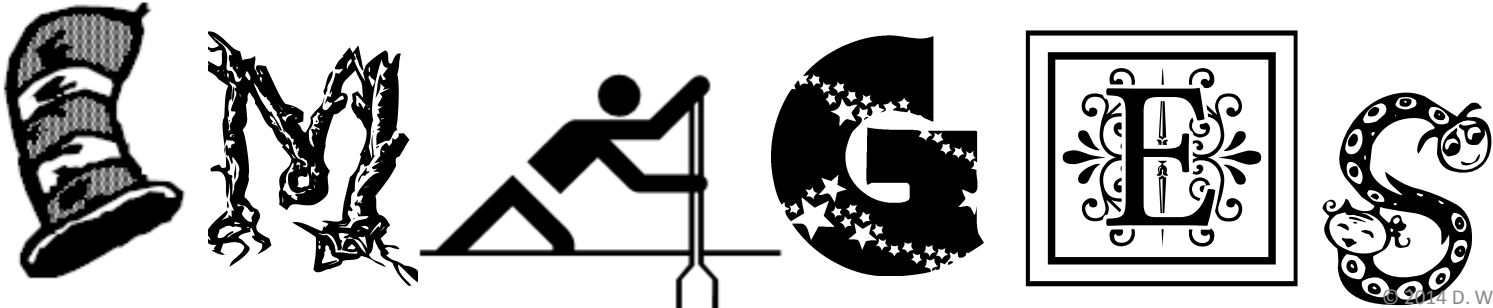


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8.13. use comprehension skills to **analyze** how words, **images**, **graphics**, and sounds work together in various forms to impact meaning

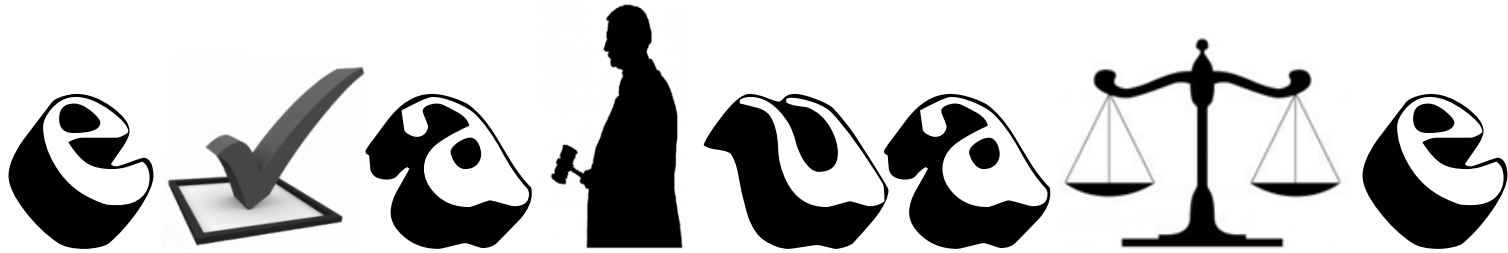


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8.13.A. **evaluate** the role of **media** in focusing attention on events and informing **opinions** on issues; **Supporting Standard**
8.13.C. **evaluate** various techniques used to create a **point of view** in **media** and the impact on audience. **Supporting Standard**



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opinions

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8.F19. use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message
8.F19.D. make complex **inferences** about **text** and use **textual evidence** to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
8.F19.E. **summarize, paraphrase, and synthesize texts** in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)



summarize

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paraphrase

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SYNTHESIZE

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8.10. analyze, make inferences and draw conclusions about expository text and provide textual evidence to support their understanding.

ΣΧΡΟΣΦΤΟΡΨ ΤΣΧΤ

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8.10.B. distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; Supporting Standard

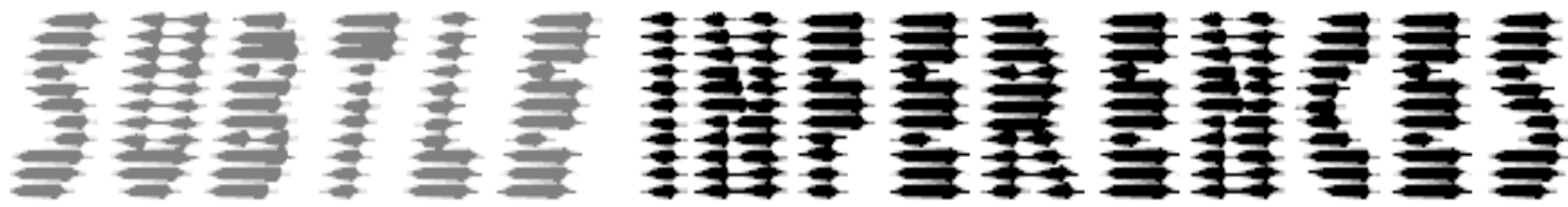
FACTUAL CLAIMS

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commonplace assertions

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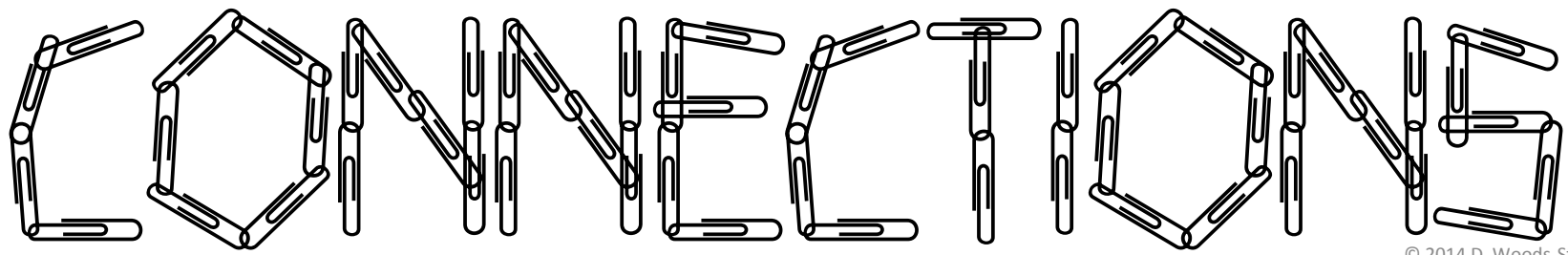
8.10.C. make **subtle inferences** and draw complex **conclusions** about the ideas in text and their **organizational patterns**; **Readiness Standard**



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11.B. analyze, make inferences and draw conclusions about persuasive text and provide textual evidence to support their analysis



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11.B. analyze the use of such rhetorical [fallacies] and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. Supporting Standard

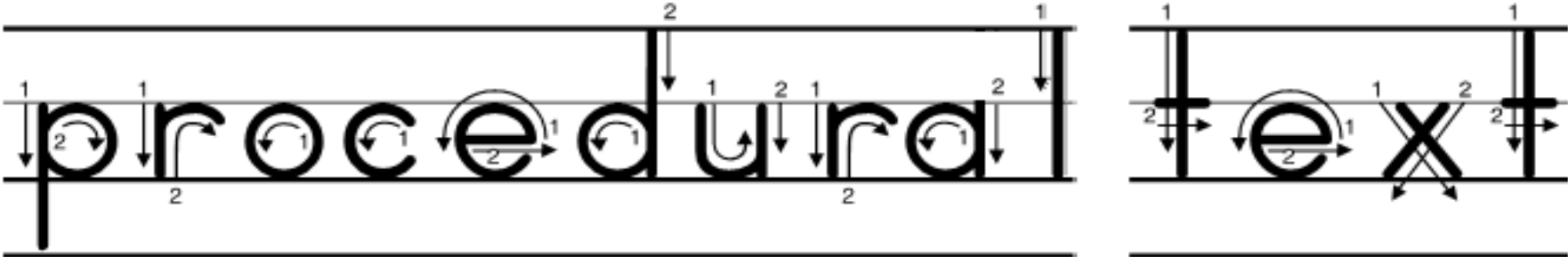


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8.12. understand how to glean and use information in **procedural texts** and documents.



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8.12.B. **evaluate graphics** for their **clarity** in communicating meaning or achieving a specific **purpose**. **Supporting Standard**

clarity

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Note: 8.13., 8.13.A, 8.13.C., 8.F19, 8.F19.D, and 8.F19.E are already included in this set and are not repeated for RC3.