

## READING EALRS

**1: The student understands and uses different skills and strategies to read.**

BENCHMARK 2 – Grade 8

**1.3 Build vocabulary through wide reading.**

1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
1.4.3	Apply vocabulary strategies in grade-level text
1.2.1/ 2.4.2	Using a Thesaurus and a Dictionary.
1.2.1	Using a Dictionary Bridging Activity.

**2: The student understands the meaning of what is read.**

BENCHMARK 2 – Grade 8

**2.1 Demonstrate evidence of reading comprehension.**

2.1.6	Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade level informational/expository text and/or literary/narrative text.
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**3: The student reads different materials for a variety of purposes.**

BENCHMARK 2 – Grade 8

**3.1 Read to learn new information.**

**3.1.1**

Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

## HISTORY EALRS

**1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.**

### BENCHMARK 2 – Grade 8

**1.1 Understand and analyze historical time and chronology.**

**1.1.2a**

Group events and individuals by broadly defined historical eras and develop related timelines; compare and contrast different cultural measurements of time.

**1.1.2b**

Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events.

**1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.**

**WA1.2.2**

Identify and analyze the contributions of the following era in the development of Washington State: The emergence of Washington State (statehood-1930).

## GEOGRAPHY EALRS

**1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

### BENCHMARK 2 – Grade 8

**1.2 Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.**

**1.2.2b**

Analyze how human spatial patterns emerge from natural processes and human activities (Place, Human/Environment Interaction, Movement).

**3. The student observes and analyzes the interaction between people, the environment, and culture.**

**BENCHMARK 2 – Grade 8**

**3.2 Analyze how the environment and environmental changes affect people.**

**3.2.1b**

Describe how people adapt to their environment to meet basic human needs and concerns.