

Eighth Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 8

Key Ideas and Details	
	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Provide evidence of understanding complex plot with multiple events and characters in responses to reading or in-text summaries
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer what the writer means but has not stated using evidence from the text ✓ Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text ✓ Make and support predictions before, during, and after reading with evidence from the text or from knowledge of genre
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
	<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Exercise selectively in summarizing the information in a text (most important information or ideas and facts focused by the reader’s purpose) ✓ Construct summaries that are concise and reflect the important and overarching ideas and information in texts
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ✓ Recognize underlying political messages in fiction and nonfiction texts ✓ State an interpretation of the writer’s underlying messages (themes) ✓ Infer the big ideas or themes of a text (some texts with mature themes and issues) and assess how they are applicable to people’s lives today ✓ Infer themes and ideas from illustrations in graphic text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ✓ Derive and critique the moral lesson of a text
	<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships ✓ Identify and discuss the problem, the events of the story and the problem resolution ✓ Keep flexible definitions of complex words in order to derive new meanings for them or understand the figurative or connotative use ✓ Understand words used in a symbolic or satirical way

	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make predictions on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters) ✓ Draw conclusions from dialogue, including language with double-meaning (satire) ✓ Notice and interpret dialogue and the meanings that are implied by it ✓ In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them ✓ In fiction or biography, infer character's or subjects' thinking processes and struggles at key decision points in their lives ✓ Identify significant events and tell how they are related to the problem of the story of the solution
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Note aspects of the writer's craft, including word selection, choice of narrator (first, second or third person), use of symbolism, leads dialogue, definition of terms within the text, divisions of text, and use of description ✓ Notice and provide examples of the ways writers select words to convey precise meaning ✓ Appreciate poetic and literary texts of language, sentence or phrase construction, and organization of the text
Craft and Structure	
	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Keep flexible definitions of complex words in order to derive new meanings for them or understand the figurative or connotative use ✓ Understand words used in a symbolic or satirical way
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Understand the deeper meanings of poetry and prose texts (symbolism, allusion, irony)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and provide examples of the ways writers select words to convey precise meaning ✓ Appreciate poetic and literary texts of language, sentence or phrase construction, and organization of the text ✓ Look closely at the written language to discover relationships among words and writing techniques ✓ Comment on the author's word choice and use of language to create subtle shades of meaning and to create the mood ✓ Recognize and comment on the writer's use of language in a satirical way or to convey irony ✓ Recognize and comment on how a writer uses language to evoke sensory images ✓ Recognize and comment on how a writer uses language to create symbolic meaning
	<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>

	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Show evidence of connections to other texts (theme, plot, characters, structure writing style) ✓ Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism ✓ Connect and compare all aspects of texts within and across genres
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and understand when the writer uses describe, temporal sequence, comparison and contrast, cause and effect, and problem and solution ✓ Recognize the differentiation of plot structures for different purposes and audiences ✓ Recognize and comment on aspects of narrative structure (beginning, series of events, high point of the story, ending) ✓ Analyze the structure of complex plots in fiction and organization of the text in nonfiction ✓ Identify similarities across texts (concepts, theme, style, organization, perspective)
	<p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and compare multiple points of view ✓ Identify the sources of conflict in fiction texts and draw implications for the issues of today ✓ Infer and describe a writer’s attitudes toward social issues as revealed in texts ✓ In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them ✓ In fiction or biography, infer character’s or subjects thinking processes and struggles as key decision points in their lives
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Critique realistic fiction texts in terms of authenticity of characters, accurate portrayal of current or historical issues, and appropriate voice and tone ✓ Recognize the narrator and discuss how the choice of first, second, or third person point of view contributes to the reader’s enjoyment and understanding ✓ Analyze a text or a group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)
Integration of Knowledge and Ideas	
	<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ✓ Make connections between plays, scripts, and narratives
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction

	<ul style="list-style-type: none"> ✓ Critique presentations for subtexts-significant inclusions or exclusions
	8. (Not applicable to literature)
	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered now.
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Build meaning across several texts (fiction and nonfiction)
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ✓ Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing ✓ Connect characters within and across texts and genres by circumstances, traits, or actions ✓ Specify the nature of connections (topic, content, type of story, writer)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay ✓ Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing good and evil
Range of Reading and Level of Text Complexity	
	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 6-8</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 955-1155 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level Z (end of 8th grade)

A Network of Processing Systems for Reading



Reading Standards for Informational Texts – Grade 8

Key Ideas and Details	
	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Support Thinking Beyond the Text with specific evidence from the text or personal knowledge ✓ Consistently make predictions before, during and after reading using evidence from the text to support thinking or from knowledge of genre
	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader's purpose) ✓ Construct summaries that are concise and reflect the important and overarching ideas and information in texts
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize underlying political messages in fiction and nonfiction texts ✓ State an interpretation of the writer's underlying messages (themes) ✓ Infer the big ideas or themes of a text level (some texts with mature themes and issues) and assess how they are applicable to people's lives today
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events) ✓ Evaluate how the writer has used illustrations and print to convey big ideas
	<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Reflect inferences about the main and supporting characters' feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography) ✓ In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do what they say and think, and what other characters say about them ✓ In fiction or biography, infer character's subject's thinking processes and struggles at key decision points in their lives
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Give close attention to an informational text to look for particular features (signal words, comparisons) and use the information gained to produce readers' theater scripts ✓ Notice and compare the traits and development of characters within and across genres (well-developed characters vs. flat characters; heroic, multidimensional, etc.) ✓ Become critical of the subjects of biography (decisions, motivations, accomplishments)
Craft and Structure	

	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Learn new words and the meanings for known words from the context of the texts ✓ Notice interesting words and discuss origins or roots ✓ Explore and comment on complex definitions for new words including figurative and connotative uses ✓ Using word-solving strategies, background knowledge, graphics, text content, and readers’ tools (glossaries, dictionaries) to solve words, including content-specific and technical words
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ✓ Identify and understand new meanings of words when they are used as similes and metaphors and apply these understandings to analyzing the whole text in terms of deeper meanings ✓ Demonstrate awareness of and sensitivity to words that impute stereotypes (race, gender, age) in general as well as to a particular audience ✓ Demonstrate awareness of words that have connotative meaning relative to social values
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and provide examples of the ways writers select words to convey precise meaning ✓ Look closely at the written text to discover relationships among words and writing techniques ✓ Notice the writer’s choice of words that are not English and reflect on the reasons for these choices and how those words ass to the meaning of a text
	<p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the organization ✓ Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning ✓ Analyze the structure of complex plots in fiction and the organization of the text in nonfiction
	<p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Actively see diverse perspectives and search for understating of other cultures while listening, writing, and discussing texts
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize bias in fiction or nonfiction texts and hypothesize the writer’s point of view

	<ul style="list-style-type: none"> ✓ Derive and discuss the author’s purpose (even if not explicitly stated) and hypothesize reasons for it ✓ Respond to and critique the author’s moral lesson of a text ✓ Analyze the texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda ✓ Critique the biographer’s presentation of a subject, noticing bias ✓ Derive the author’s purpose and beliefs even when not explicitly stated ✓ Identify contradiction
Integration of Knowledge and Ideas	
	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections between plays, scripts, and narratives ✓ Work cooperatively with others to reach consensus on the meaning of a text and how to interpret it through performance ✓ Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) ✓ Connect and compare all aspects of texts within and across genres ✓ Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole ✓ Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction
	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and compare multiple points of view ✓ Infer and describe a writer’s attitude toward social issues as revealed in texts ✓ Differentiate between evidence and opinion ✓ Recognize and address opposing points of view on an issue or topic ✓ Recognize faulty reasoning and bias in presentations and media messages
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Evaluate the quality or authenticity of the text, including the writer’s qualifications and background knowledge ✓ Think critically about informational text in terms of quality of writing, accuracy, and the logic of conclusions ✓ Critique the author’s use of argument and persuasion ✓ Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents ✓ Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text ✓ Critique texts in terms of writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)

	<p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Build meaning across several texts (fiction and nonfiction)
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other ✓ Connect and compare all aspects of texts within and across genres ✓ Recognize that information is framed by the source’s point of view and use this information to detect bias on websites
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Critique informational texts in terms of the quality of writing, accuracy, the logic of conclusions, and the coherence of the organization ✓ Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda ✓ Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay
Range of Reading and Level of Text Complexity	
	<p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 6-8</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 955-1155 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level Z (end of 8th grade)

Writing Standards – Eighth Grade

Text Types and Purposes	
	1. Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	d. Establish and maintain a formal style.
	e. Provide a concluding statement or section that follows from and supports the argument presented.
	<i>Writing (Essay)</i> <ul style="list-style-type: none"> ✓ Begin with a title or opening that tells the reader what is being argued or explained – a clearly stated thesis ✓ Provide a series of clear arguments or reasons to support the argument ✓ Use opinions supported by facts ✓ Write well-crafted sentences that express the writer’s convictions
	<i>Writing (Organization)</i> <ul style="list-style-type: none"> ✓ Bring the piece to closure, to a logical conclusion, through an ending or summary statement ✓ Support ideas with facts, details, examples, and explanations from multiple authorities
	<i>Writing (Voice)</i> <ul style="list-style-type: none"> ✓ Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
	<i>Writing (Drafting/Revising)</i> <ul style="list-style-type: none"> ✓ Add transitional words and phrases to clarify meaning and make the writing smoother ✓ Add words phrases, sentences, and paragraphs to clarify meaning
	<i>Oral, Visual, and Technological Communication (Word Choice)</i> <ul style="list-style-type: none"> ✓ Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement
	<i>Oral, Visual, and Technological Communication (Ideas and Content)</i> <ul style="list-style-type: none"> ✓ Make persuasive presentations that present a clear logical argument ✓ Recognize and address opposing points of view on an issue or topic ✓ Support the argument with relevant evidence
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Establish and maintain a formal style.

	f. Provide a concluding statement or section that follows from the information or explanation presented.
	<i>Writing (Literary Nonfiction)</i> <ul style="list-style-type: none"> ✓ Write an engaging lead and first section that orient the reader and provide an introduction to the topic ✓ Include features (for example: table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader ✓ Use headings and subheadings to guide the reader
	<i>Writing (Expository Nonfiction)</i> <ul style="list-style-type: none"> ✓ Use quotes from experts (written text, speeches, or interviews) ✓ Use new vocabulary specific to the topic
	<i>Writing (Essay)</i> <ul style="list-style-type: none"> ✓ Provide details, examples, and images that develop and support the thesis ✓ Include illustrations, charts, or diagrams to inform or persuade the reader
	<i>Writing (Organization)</i> <ul style="list-style-type: none"> ✓ Bring the piece to closure, to a logical conclusion, through an ending or summary statement
	<i>Writing (Drafting/Revising)</i> <ul style="list-style-type: none"> ✓ Maintain central theme or focus across paragraphs ✓ Add transitional words and phrases to clarify meaning and make the writing smoother
	<i>Oral, Visual, and Technological Communication (Ideas and Content)</i> <ul style="list-style-type: none"> ✓ Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations
	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	<i>Writing (Memoir – Personal Narrative/Autobiography)</i> <ul style="list-style-type: none"> ✓ Understand a personal narrative as an important story from the writer’s life ✓ Use literary language (powerful nouns and verbs, figurative language) ✓ Understand memoir as a brief, often intense, memory of an event or a person with reflection
	<i>Writing (Short Fiction)</i> <ul style="list-style-type: none"> ✓ Understand fiction as a short story about an event in the life of a main character ✓ Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending

	<ul style="list-style-type: none"> ✓ Take points of view by writing in first or third person
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Use well-crafted transitions to support the pace and flow of the writing
	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ✓ Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction ✓ Write in second person to talk directly to the reader or for literary effect ✓ Use dialogue and action to draw readers into the story
	<p><i>Writing (Word Choices)</i></p> <ul style="list-style-type: none"> ✓ Select precise words to reflect what the writer is trying to say ✓ Use transitional words for time flow (meanwhile, next)
	<p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ✓ Engage in self-reflection to reveal the writer’s unique perspective
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Establish an initiating event in a narrative with a series of events flowing from it
Production and Distribution of Writing	
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	<p><i>Writing (Hybrid Texts – Mixed Genres)</i></p> <ul style="list-style-type: none"> ✓ Select different genres with a clear purpose in mind
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Organize the text appropriately as a narrative or informational piece
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Understand how the purpose of the writing influences the selection of genre ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Write with a specific reader or audience in mind ✓ Write for a broader, unknown audience ✓ Select from a variety of forms the kind of text that will fit the purpose (books with illustration and word; alphabet books, label books poetry books, question and answer books, illustration-only books; letters; newspaper accounts; broadcasts)
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Identify vague parts and change the language or content to be more precise, to the point, or specific
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use sketches, webs, lists, diagrams, and freewriting to think about , plan for, and try out writing ✓ Plan for a story by living inside the story, gaining insight to the characters so that the story can be written as it happens ✓ Observe carefully events, people, settings, and other aspects of the world to gather

	<p>information on a topic or to make a story and characters true to life</p> <ul style="list-style-type: none"> ✓ Get ideas from other books and writers about how to approach a topic ✓ Take audience and purpose into account when choosing a topic or addressing a theme
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand the role of the writer, teacher or peer writer in a conference ✓ Understand revision as a means for making written messages stronger and clearer to readers ✓ Change writing in response to peer or teacher feedback ✓ Understand that a writer rereads and revises while drafting (recursive process) ✓ Reorganize paragraphs or sections for better sequence or logical progression of ideas ✓ Identify vague parts and change the language or content to be more precise, to the point, or specific ✓ Reshape writing to make the text into different genre (for example: personal narrative to poem)
	<p><i>Writing (Editing/Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Understand that the writer shows respect for the reader by applying what is known about conventions ✓ Know how to use an editing and proofreading checklist ✓ Understand that a writer can ask another person to do a final edit (after using what is known)
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use sketches, webs, lists, diagrams, and freewriting to think about , plan for, and try out writing ✓ Plan for a story by living inside the story, gaining insight to the characters so that the story can be written as it happens ✓ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life ✓ Get ideas from other books and writers about how to approach a topic ✓ Take audience and purpose into account when choosing a topic or addressing a theme
	<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
	<p>Writing (Handwriting/Word Processing)</p> <ul style="list-style-type: none"> ✓ Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ✓ Use word-processor to get ideas down, revise, edit, and publish ✓ Make wider use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia)
	<p>Oral, Visual, and Technological Communication (General Communication)</p> <ul style="list-style-type: none"> ✓ Send and respond to email messages ✓ Participate in online learning groups ✓ Understand the concept of networking and be able to identify various components of a computer system
	<p>Oral, Visual, and Technological Communication (Gathering Information/Research)</p> <ul style="list-style-type: none"> ✓ Search for and download information on a wide range of topics ✓ Use technology tools for research across curriculum areas ✓ Understand that material downloaded from interactive media should be credited and

	cited
	<p>Oral, Visual, and Technological Communication (Publishing)</p> <ul style="list-style-type: none"> ✓ Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products ✓ Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media
Research to Build and Present Knowledge	
	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Select own topics for informational writing and show through writing what is important about the topic ✓ Form questions and locate sources for information about topic ✓ Conduct research to gather information in planning a writing project (for example: live interviews, Internet, artifacts, articles, books) ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
	<p><i>Oral, Visual and Technological Communication (Gathering Information/Research)</i></p> <ul style="list-style-type: none"> ✓ Understand the importance of multiple sites and resources for research
	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	<p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Accurately document reports and articles with references, footnotes, and citations ✓ Include a bibliography of references, in appropriate style, to support a report or article ✓ Avoid bias and/or present perspectives and counterperspectives on a topic
	<p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ✓ Provide details that are accurate, relevant, interesting, and vivid
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use notes to record and organize information ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews) ✓ Understand the concept of plagiarism and avoid it (for example: using quotes and citing resources) ✓ Evaluate sources for validity and point of view
	<p><i>Oral, Visual, and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ✓ Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements ✓ Locate and validate information on the Internet (approved sites) ✓ Recognize that the information is framed by the sources point of view and use this information to detect bias on websites ✓ Read information published on Internet critically and compare points of view ✓ Cite and credit material downloaded from interactive media
	<p><i>Reading</i></p> <ul style="list-style-type: none"> ✓ Construct summaries that are concise and reflect the important and overarching ideas

	and information in texts
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
	b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
	<i>Writing About Reading (Thinking Within the Text)</i> <ul style="list-style-type: none"> ✓ Continuously check with the evidence in a text to ensure that writing reflects understanding
	<i>Writing About Reading (Thinking Beyond the Text)</i> <ul style="list-style-type: none"> ✓ Make connections between historical and cultural knowledge and a text ✓ Support thinking beyond the text with specific evidence from the text or personal knowledge ✓ Show evidence of connections to other texts (theme, plot, characters, structure, writing style) ✓ Describe connections between fiction and nonfiction texts, historical fiction and content area study, fantasy and realism
	<i>Writing About Reading (Thinking About the Text)</i> <ul style="list-style-type: none"> ✓ Critically analyze the quality of a poem, or work of fiction or nonfiction offering rationales for points ✓ Critique the author’s use of argument and persuasion ✓ Analyze a text or group of texts to reveal insights in the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense) ✓ Show evidence of ability to analyze an author’s use of mood, imagery, plot, structure, and personification
	<i>Writing (Essay)</i> <ul style="list-style-type: none"> ✓ Provide details, examples, and images that develop and support the thesis
	<i>Writing (Test Writing)</i> <ul style="list-style-type: none"> ✓ Respond to a text in a way that reflects analytic or aesthetic thinking ✓ State a point of view and provide evidence
Range of Writing	
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<i>Writing (Test Writing)</i> <ul style="list-style-type: none"> ✓ Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter) ✓ Write a clear and focused response that will be easy for the evaluator to understand
	<i>Writing (Language Use)</i> <ul style="list-style-type: none"> ✓ Vary language and style as appropriate to audience and purpose
	<i>Writing (Voice)</i> <ul style="list-style-type: none"> ✓ Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic ✓ Produce narratives that are engaging, honest, and reveal the person behind the writing

	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ✓ Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand revision as a means for making written messages stronger and clearer to readers
	<p><i>Writing (Editing/Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Understand that the writer shows respects for the reader by applying what is know about conventions
	<p><i>Writing (Viewing Self as a Writer)</i></p> <ul style="list-style-type: none"> ✓ Write in a variety of genres across the year ✓ View self as a writer ✓ Write with initiative, investment and independence ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ State what was learned from each piece of writing ✓ Be productive as a writer; write a specified quantity within a designated time period (for example: one piece each week)

Speaking and Listening Standards – Eighth Grade

Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	<i>Reading/Discussion (Thinking Within the Text)</i> <ul style="list-style-type: none"> ✓ Gather information from factual texts and use strategies for remembering it ✓ Remember where to find information in more complex texts so opinions and theories can be checked through revisiting ✓ Remember information in summary form so that it can be used in discussion with others and in writing
	<i>Reading/Discussion (Thinking Beyond the Text)</i> <ul style="list-style-type: none"> ✓ Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ✓ Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion ✓ Form implicit questions and search for answers in the text while listening and during discussion ✓ Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others ✓ Actively see diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts ✓ Recognize and compare multiple points of view
	<i>Reading/Discussion (Thinking About the Text)</i> <ul style="list-style-type: none"> ✓ Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
	<i>Oral, Visual, and Technological Communication (Listening and Speaking)</i> <ul style="list-style-type: none"> ✓ Use conventions of respectful speaking ✓ Respond to others' ideas before changing the subject ✓ Work to use tone and gesture in a collaborative and meaningful way ✓ Evaluate one's own part as a discussant as well as the effectiveness of the group ✓ Facilitate the entire group's discussion by ensuring that no one dominates and everyone has a chance to speak ✓ Monitor own understanding of others' comments and ask for clarification and elaboration

	<ul style="list-style-type: none"> ✓ Restate points that have been made and extend or elaborate them ✓ Listen and respond, taking an alternative perspective ✓ Remember others' comments and consider one's own thinking in relation to them ✓ Anticipate disagreement and use language to prevent conflict and engender collaborative discussion ✓ Negotiate issues without conflict or anger ✓ Express opinions and support with evidence
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement
	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
	<p><i>Reading/Discussion (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Recognize underlying political messages in fiction and nonfiction texts
	<p><i>Reading/Discussion (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ✓ Derive and discuss the author's purpose (even if not explicitly stated)
	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts ✓ Write statements that reflect understanding of both the text body and graphics and the integration of the two
	<p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> ✓ Critique presentations with regard to logic or presentation of evidence for arguments ✓ Examine information regarding the credibility of the speaker (or media messages) ✓ Recognize faulty reasoning and bias in presentations and media messages ✓ Identify, analyze, and critique persuasive techniques
	<p><i>Oral, Visual, and Technological Communication (Technology)</i></p> <ul style="list-style-type: none"> ✓ Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements ✓ Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people
	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
	<p><i>Reading/Discussion</i></p> <ul style="list-style-type: none"> ✓ Identify contradiction
	<p><i>Oral, Visual, and Technological Communication (Listening and Speaking)</i></p> <ul style="list-style-type: none"> ✓ Critique presentations with regard to logic or presentation of evidence for arguments ✓ Examine information regarding the credibility of the speaker (or media messages) ✓ Recognize faulty reasoning and bias in presentations and media messages ✓ Identify, analyze, and critique persuasive techniques
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Recognize that information is framed by the source's point of view and use this information to detect bias on websites
Presentation of Knowledge and Ideas	
	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye</p>

	contact, adequate volume, and clear pronunciation.
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Speak with appropriate volume for the size of the audience and place of presentation ✓ Speak directly to the audience, making eye contact with individuals ✓ Demonstrate a well-organized presentation with a clear introduction, body and well-drawn conclusions ✓ Demonstrate the ability to select important information for a concise presentation ✓ Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations ✓ Make expository presentations that report research or explore a topic thoroughly ✓ Make persuasive presentations that present a clear and logical argument
	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Use technology (slides, video, etc.) as an integral part of presentations ✓ Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation ✓ Scan materials, such as photos, to incorporate into reports and nonlinear presentations ✓ Select appropriate forms of graphics to represent particular types of data (for example, bar or line graphs) ✓ Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Read with accuracy, fluency, and phrasing in unison with others and in solo parts ✓ Reflect meaning with the voice through pause, stress, and phrasing ✓ Use dramatic expression where appropriate to communicate additional meaning of a text
	<p><i>Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Use the voice to convey multiple points of view
	<p><i>Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ✓ Use the voice to reflect literary features such as exaggeration, imagery, or personification
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Demonstrate interpretation and personal style when reading aloud ✓ Demonstrate a personal style as a speaker ✓ Deliver both formal and informal presentations in a dynamic way ✓ Speak at an appropriate rate to be understood by the audience ✓ Enunciate words clearly ✓ Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs) ✓ Have an audience in mind before planning the presentation ✓ Demonstrate an awareness of the knowledge base and interests of the audience ✓ Select genre of oral presentation with audience in mind ✓ Use language appropriate to oral presentation words (rather than slang or overly formal)

	<p>dense prose)</p> <ul style="list-style-type: none">✓ Deliver both formal and informal presentations and vary content, language, and style appropriately
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Language Standards – Eighth Grade

Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	b. Form and use verbs in the active and passive voice.
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	d. Recognize and correct inappropriate shifts in verb voice and mood.*
	<i>Writing (Conventions)</i> ✓ Make purposeful choices for punctuation to reveal the intended meaning
	<i>Writing (Grammar)</i> ✓ Use correct verb agreement (tense, plurality, verb to object) ✓ Correctly use verbs that are often misused (lie, lay; rise, raise)
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	b. Use an ellipsis to indicate an omission.
	c. Spell correctly.
	<i>Writing (Punctuation)</i> ✓ Understand and use ellipses to show pause or anticipation, usually before something surprising
	<i>Writing (Spelling)</i> ✓ Spell a large number of high-frequency words, a wide range of plurals, and base words with inflectional endings
Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	<i>Writing (Word Choice)</i> ✓ Use words that convey an intended mood or effect
Vocabulary Acquisition and Use	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

	checking the inferred meaning in context or in a dictionary).
	<p><i>Phonics, Spelling, and Word Study (Word-Solving Actions)</i></p> <ul style="list-style-type: none"> ✓ Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word ✓ Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts ✓ Use knowledge of prefixes, root words, and suffixes to derive the meaning of words while reading texts ✓ Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	a. Interpret figures of speech (e.g., verbal irony, puns) in context.
	b. Use the relationship between particular words to better understand each of the words.
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ✓ Recognize and use words as metaphors and similes to make comparisons
	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Use figurative language to make a comparison
	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary