

Grade 8

Adopted 2023

Reading Comprehension

Reading Fundamentals

- RF.** Provide an objective summary of a text. **8.RC.1.RF**
 - RF.** Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details. **8.RC.2.RF**
 - RF.** Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text. **8.RC.3.RF**
 - RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. **8.RC.4.RF**
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Reading Literature

- RL.** Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision. **8.RC.5.RL**
- RL.** Distinguish how the structure of a text contributes to its overall meaning and style. **8.RC.6.RL**
- RL.** Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor. **8.RC.7.RL**
- RL.** Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script. **8.RC.8.RL**
- RL.** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works. **8.RC.9.RL**
- RL.** Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance. **8.RC.10.RL**

Reading Information

- RI. Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories. **8.RC.11.RI**
- RI. Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea. **8.RC.12.RI**
- RI. Describe how the author acknowledges and responds to conflicting evidence or viewpoints. **8.RC.13.RI**
- RI. Describe the efficacy of various multimedia used to present information. **8.RC.14.RI**
- RI. Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced. **8.RC.15.RI**
- RI. Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation. **8.RC.16.RI**
- RI. Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance. **8.RC.17.RI**

Writing

Style

- S. Compose an argument, using clear reasons and supporting evidence.
 - Introduce claims supported by credible sources.
 - Distinguish alternate or opposing claims.
 - Maintain a cohesive structure.**8.W.1.S**
- S. Write to inform about a topic.
 - Introduce a topic with a clear preview of what is to follow.
 - Organize ideas, concepts, and information, using broad categories.
 - Select well-chosen facts, definitions, concrete details, quotations, and examples.
 - Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.**8.W.2.S**
- S. Write to express real or imagined experiences and/or events.
 - Develop a topic, context, narrative elements, and point of view and/or perspective.
 - Select well-chosen, descriptive details and use sensory language and precise language.
 - Develop well-structured event sequences to show the relationships among ideas and experiences.
 - Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.**8.W.3.S**

Production

- P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. **8.W.4.P**
- P. Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate. **8.W.5.P**
- P. Use a variety of sentence types effectively. **8.W.6.P**
- P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence. **8.W.7.P**
- P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. **8.W.8.P**
- P. Develop writing stamina during single sessions and over extended periods of time. **8.W.9.P**
- P. Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience. **8.W.10.P**
- P. Include headings, graphics, and various multimedia to support ideas and information. **8.W.11.P**
- P. Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing. **8.W.12.P**

Research

- R. Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration. **8.W.13.R**
- R. Assess the credibility and accuracy of sources. **8.W.14.R**
- R. Avoid plagiarism when quoting or paraphrasing data and conclusions, crediting sources and/or authors. **8.W.15.R**
- R. Follow a standard format for citation, including a works cited/references. **8.W.16.R**

Vocabulary

1. Use general academic and content-specific words and phrases accurately. [8.V.1](#)
2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. [8.V.2](#)
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
 - Use common Greek or Latin affixes and roots (i.e., morphology),
 - Trace the origins of words (i.e., etymology),
 - Use context,
 - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
 - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.[8.V.3](#)
4. Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings. [8.V.4](#)
5. Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text. [8.V.5](#)
6. Demonstrate an understanding of figurative language in context, including verbal irony and puns. [8.V.6](#)

Collaborative Communication

Speaking and Listening Comprehension

- SLC.** Express ideas in a collaborative setting, using effective discussion strategies. [8.CC.1.SLC](#)
- SLC.** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion. [8.CC.2.SLC](#)
- SLC.** Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. [8.CC.3.SLC](#)
- SLC.** Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented. [8.CC.4.SLC](#)
- SLC.** Examine the reasons for using multimedia to present a topic, text, and/or issue. [8.CC.5.SLC](#)
- SLC.** Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence. [8.CC.6.SLC](#)

Presentation

- P. Present claims and evidence, emphasizing important points in a focused, coherent manner. **8.CC.7.P**
 - P. Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details. **8.CC.8.P**
 - P. Include relevant multimedia to clarify claims and findings. **8.CC.9.P**
 - P. Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing. **8.CC.10.P**
 - P. Demonstrate command of standard English when indicated or appropriate. **8.CC.11.P**
 - P. Recite a passage from a well-known poem, play, or speech. **8.CC.12.P**
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Language

Structure

- S. Use nouns effectively:
 - Direct and indirect objects
 - Predicate nouns**8.L.1.S**
- S. Ensure pronouns have a clear antecedent and are appropriate in number and person. **8.L.2.S**
- S. Use verbs effectively:
 - Shifts in mood and voice
 - Active and passive voice
 - Subject/verb agreement
 - Linking verbs**8.L.3.S**
- S. Use verbals (gerunds, participles, infinitives) correctly. **8.L.4.S**
- S. Use modifiers effectively:
 - Proper adjectives
 - Predicate adjectives**8.L.5.S**
- S. Correct misplaced and dangling modifiers. **8.L.6.S**
- S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions. **8.L.7.S**
- S. Use prepositional phrases effectively:
 - Adjectival
 - Adverbial**8.L.8.S**
- S. Choose language that precisely expresses ideas, eliminating redundancy. **8.L.9.S**

Conventions

- C. Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address. **8.L.10.C**
- C. Introduce a list, quotation, or clarification, using a colon. **8.L.11.C**
- C. Join elements of a series when individual items of the series already include commas, using a semicolon. **8.L.12.C**
- C. Indicate an omission, using an ellipsis. **8.L.13.C**
- C. Indicate a pause or break, using commas, ellipses, and dashes. **8.L.14.C**
- C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. **8.L.15.C**