

Grade 8

Reading Standards for Literature **RL**

Key Ideas and Details

- 1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.8.1**
- 2 Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing. **RL.8.2**
- 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. **RL.8.3**

Craft and Structure

- 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 but not limited to analogies or allusions to other texts. **RL.8.4**
- 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. **RL.8.5**
- 6 Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. **RL.8.6**

Integration of Knowledge and Ideas

- 7 Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors. **RL.8.7**
- 8 Not applicable to literature **RL.8.8**
- 9 Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new. **RL.8.9**

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. **RL.8.10**

Reading Standards for Informational Text **RI**

Key Ideas and Details

- 1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.8.1**

- 2 Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing. **RI.8.2**
 - 3 Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text. **RI.8.3**
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Craft and Structure

- 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. **RI.8.4**
 - 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. **RI.8.5**
 - 6 Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **RI.8.6**
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Integration of Knowledge and Ideas

- 7 Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas. **RI.8.7**
 - 8 Identify 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. **RI.8.8**
 - 9 Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation. **RI.8.9**
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Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.8.10**
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Composition **C**

Text Types and Purpose

- 1 Compose arguments to support claims with clear reasons and relevant evidence. **C.8.1**
 - a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.8.1.A**
 - b Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them and organize the reasons and evidence logically. **C.8.1.B**
 - c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C.8.1.C**
 - d Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. **C.8.1.D**
 - e Establish and maintain a task-appropriate writing style. **C.8.1.E**
 - f Provide a concluding statement or section that supports the argument presented. **C.8.1.F**
 - g With some guidance, 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. **C.8.1.G**
- 2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. **C.8.2**
 - a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. **C.8.2.A**
 - b Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. **C.8.2.B**
 - c Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. **C.8.2.C**
 - d Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **C.8.2.D**
 - e Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.8.2.E**
 - f Establish and maintain a formal style. **C.8.2.F**
 - g Provide a concluding statement or section that follows from and supports the information or explanation presented. **C.8.2.G**
 - h With some guidance, 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. **C.8.2.H**

Text Types and Purpose

- 3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.intended purpose. C.8.3
- a Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. C.8.3.A
 - b Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. C.8.3.B
 - c Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. C.8.3.C
 - d Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. C.8.3.D
 - e Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. C.8.3.E
 - f Provide a conclusion that connects the narrative’s relevance to the intended purpose of the writing. C.8.3.F
 - g With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. C.8.3.G
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Production and Distribution

- 4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C.8.4
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Research to Build and Present Knowledge

- 5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. C.8.5
- 6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. C.8.6
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Range of Writing

- 7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. C.8.7
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- 1 In both written and oral expression: L.8.1
 - a Identify verbals correctly based on their intended function. L.8.1.A
 - b Demonstrate appropriate use of verbs in the active and passive voice. L.8.1.B
 - c Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. L.8.1.C
 - 2 When writing: L.8.2
 - a Demonstrate appropriate use of punctuation to indicate a pause or break. L.8.2.A
 - b Demonstrate appropriate use of an ellipsis to indicate an omission. L.8.2.B
 - c Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. L.8.2.C
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Knowledge of Language

- 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. L.8.3
 - 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). L.8.3.A
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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 an array of strategies. L.8.4
 - 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. L.8.4.A
 - b Use Greek and Latin affixes and roots as clues to the meaning of a word. L.8.4.B
 - c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.8.4.C
 - d 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. L.8.4.D
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.8.5
 - a Interpret figurative language, including but not limited to irony, in context. L.8.5.A
 - b Use the relationship between particular words to better understand each of the words. L.8.5.B
 - c Distinguish among the connotations of words with similar denotations. L.8.5.C