Louisiana English Language Arts

Grade 8

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite and paraphrase the relevant textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL.1

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. RL.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.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 analogies or allusions to other texts. RL.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.5

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. RL.6

Integration of Knowledge and Ideas

7 Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices. RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional texts, stories, or foundational religious works; describe how the material is rendered new. RL.9

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. RL.10

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Reading Standards for Informational Text RI

Key Ideas and Details

1 Cite and paraphrase the relevant textual evidence that most strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text. RI.1

2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.2

3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. RI.3

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, including analogies or allusions to other texts. RI.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.5

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. RI.6

Integration of Knowledge and Ideas

7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia, art) to present a particular topic or idea. RI.7

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. RI.8

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. RI.9

Range of Reading and Level of Text Complexity

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. RI.10

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their wr de so

Text Types and Purposes

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aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

1 Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. W.1

   a Provide a thesis statement that introduces a claim, acknowledges and distinguishes the claim from alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence. W.1.A

   b Support claims with logical reasoning and relevant evidence from accurate and credible sources, demonstrating an understanding of the topic or text. W.1.B

   c Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. W.1.C

   d Establish and maintain a formal style. W.1.D

   e Provide a concluding section that follows from and supports the argument presented. W.1.E

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.2

   a Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically. W.2.A

   b Organize ideas, concepts, and information into broader connected categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. W.2.B

   c Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples. W.2.C

   d Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.2.D

   e Use precise language and domain-specific vocabulary to inform about or explain the topic. W.2.E

   f Establish and maintain a formal style. W.2.F

   g Provide a concluding section that follows from and supports the information or explanation presented. W.2.G

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3 Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. W.3

- a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically. W.3.A
- b Use narrative techniques appropriate to the task, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.3.B
- 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. W.3.C
- d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.3.D
- e Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events. W.3.E

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different 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.) W.5

6 Use technology to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration with others. W.6

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Research to Build and Present Knowledge

7 Conduct research to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.7

8 Gather relevant information from multiple print and digital sources. W.8

- a Use search terms effectively. W.8.A
- b Assess the credibility and accuracy of each source. W.8.B
- c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. W.8.C
- d Follow a standard format for citation. W.8.D

9 Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards. W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.1

- a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.1.A
- b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.1.B
- c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.1.C
- d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.1.D

2 Analyze the purpose of information presented in various media and formats and evaluate the motives behind its presentation. SL.2

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence, and identifying when irrelevant evidence is introduced. SL.3

Presentation of Knowledge and Ideas

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Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate directionality, adequate volume, and clear pronunciation. SL.4

5 Integrate multimedia into presentations to clarify information, strengthen claims and evidence, and add interest. SL.5

6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. L.1.A
- b Use verbs in the active and passive voice. L.1.B
- c Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. L.1.C
- d Maintain consistent and logical verb voice and mood. L.1.D

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.2.A
- b Use an ellipsis to indicate an omission. L.2.B
- c Spell correctly, consulting references as needed. L.2.C

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3

- a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. L.3.A
- b Maintain consistency in style and tone. L.3.B

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. L.4.B
- c Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. L.4.C

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5

   a Interpret figures of speech, including verbal irony and puns, in context and analyze their role in the text. L.5.A

   b Use the relationship between particular words to better understand each of the words. L.5.B

   c Distinguish among the connotations of words with similar denotations. L.5.C

6 Acquire and accurately use 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.6