Ohio English Language Arts - Extended Learning Standards

Grade 8

Reading Standards for Literature

Key Ideas and Details

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. RL.8.1

Complexity a

a Evaluate evidence in text to identify and select the evidence that most strongly supports answers to questions that require inference. RL.8.1A

Complexity b

b Locate evidence from the text and use it to support answers to literal and inferential questions. RL.8.1B

Complexity c

c Identify details that support answers to literal questions. RL.8.1C

Learning Progression

- Identify signal words from questions or prompts as key look-fors in text RL.8.1.LP.A
- Identify signal words from questions or prompts within text to answer questions. RL.8.1.LP.B
- Distinguish between literal and inferential details in a text. RL.8.1.LP.C
- Recall that details in a text could be/should be combined to get a better understanding of what the text is communicating. RL.8.1.LP.D
- Recognize key details in a story. RL.8.1.LP.E
- Identify one or more main characters. RL.8.1.LP.F
- Identify setting of the story. RL.8.1.LP.G
- Identify what the text is about (main idea/theme). RL.8.1.LP.H
- Actively engage in the reading of a literary text. RL.8.1.LP.I
- Actively engage in discussion of literary text. RL.8.1.LP.J

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2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text. RL.8.2

Complexity a

a Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events and through characterization and use of setting. RL.8.2A

Complexity b

b Identify the themes or central ideas and locate evidence from the text to support them. RL.8.2B

Complexity c

c Sequence main events in relation to a stated theme or central idea. RL.8.2C

Learning Progression

- Explain what the story is about (main idea or theme). RL.8.2.LP.A
- Match characters from a story with identified lessons/ themes. RL.8.2.LP.B
- When given more than one event, choose which came first in the story. RL.8.2.LP.C
- Identify events in a story. RL.8.2.LP.D
- Identify where and when the story takes place (setting). RL.8.2.LP.E
- Identify characters in a story (and if they are important to the plot). RL.8.2.LP.F
- Actively engage in discussing one or more of the events in a story. RL.8.2.LP.G

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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

Complexity a

a Describe the story's plot and explain how the events and characters contribute to the resolution of the story. RL.8.3A

Complexity b

b Explain how a character's actions affect the plot. RL.8.3B

Complexity c

c Identify the problem in a story and how it is resolved. RL.8.3C

Learning Progression

- Identify a piece of dialogue by the use of punctuation (quotes) RL.8.3.LP.A
- Trace the events and problems of the story in order. RL.8.3.LP.B
- Describe a main character (traits, feelings, behaviors, etc.). RL.8.3.LP.C
- Recognize that stories have conflict (problems) that need to be resolved. RL.8.3.LP.D
- Identify the problems characters have or could have. RL.8.3.LP.E
- Identify the characters in a story. RL.8.3.LP.F
- Actively engage in the retelling of a story. RL.8.3.LP.G
- Actively engage in discussion of "problems" (real or fictional). RL.8.3.LP.H

Craft and Structure

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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, mood, and tone, including analogies or allusions to other texts. RL.8.4

Complexity a

a Explain the meaning of words/phrases indicated by analogies or allusions as they are used in a text, including figurative language. RL.8.4A

Complexity b

b Select phrases or passages in text that allude to something not directly stated. RL.8.4B

Complexity c

c Connect the term “analogy” with making a comparison. RL.8.4C

Learning Progression

- Locate words or phrases in the text that represent emotions. RL.8.4.LP.A
- Identify words or phrases in a text that mean something different than what is normally expressed by that word or phrase. RL.8.4.LP.B
- Identify words or phrases that have multiple meanings. RL.8.4.LP.C
- Identify/locate the specific comparison of two people or things. RL.8.4.LP.D
- Identify words such as “like” or “as” as signal words that indicate a comparison. RL.8.4.LP.E
- Actively engage in mood-related pictures. RL.8.4.LP.F
- Actively engage in visual representations of figurative language. RL.8.4.LP.G

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

Complexity a

a Describe the similarities and differences in the structure and meaning of two different texts. RL.8.5A

Complexity b

b Identify similarities in structure and meaning of two different texts. RL.8.5B

Complexity c

c Identify structures within texts. RL.8.5C

Learning Progression

- Recognize that texts have various structures. RL.8.5.LP.A
- Identify components of text structure. RL.8.5.LP.B
- Compare two texts with just a cursory glance through the pages. RL.8.5.LP.C
- Define comparison. RL.8.5.LP.D
- Actively engage with stories of differing structures. RL.8.5.LP.E

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6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor. RL.8.6

Complexity a

a Compare the perspective of two different characters in a story and explain how these perspectives add to the narrative. RL.8.6A

Complexity b

b Identify words or phrases the author uses to evoke feelings. RL.8.6B

Complexity c

c Identify characters and describe their perspectives. RL.8.6C

Learning Progression

- Identify who is telling the story in a literary text. RL.8.6.LP.A
- Identify point of view of each main character. (particularly 1st and 3rd person). RL.8.6.LP.B
- Define perspective as an attitude, position, outlook, frame of reference, approach or interpretation regarding something. RL.8.6.LP.C
- Explain how a character feels about another character or situation happening in a story. RL.8.6.LP.D
- Identify events and problems in a story. RL.8.6.LP.E
- Identify the characters in the story. RL.8.6.LP.F
- Actively engage with the characters and narrator in a story. RL.8.6.LP.G

Integration of Knowledge and Ideas

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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. RL.8.7

Complexity a

a Explain the effect of the choices made by directors or authors in print and multimedia/live productions of the same story, drama, or poem. RL.8.7A

Complexity b

b Describe the key similarities and differences between print and multimedia/live productions of the same story, drama, or poem. RL.8.7B

Complexity c

c Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem. RL.8.7C

Learning Progression

- Trace the plot of a story or drama in print. RL.8.7.LP.A
- Trace the plot of a story or drama presented in film or as a live production RL.8.7.LP.B
- Identify the problem the character(s) are having in the story. RL.8.7.LP.C
- Define drama and its intended use (i.e., to be performed, not read). RL.8.7.LP.D
- Identify the characters in a story or drama RL.8.7.LP.E
- Actively engage with a showing or reading of a story or drama. RL.8.7.LP.F

8 (Not applicable to literature) RL.8.8

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9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the Epic of Gilgamesh, including describing how the material is rendered new. RL.8.9

Complexity a

a Recognize the influence of a traditional work of fiction on a more recent story. RL.8.9A

Complexity b

b Identify similarities in characters, themes, and events between two stories, including myths, traditional stories, and religious literary texts. RL.8.9B

Complexity c

c Identify a character, theme, or event from a story (e.g., myths, traditional stories, religious literary texts). RL.8.9C

Learning Progression

- Identify allusions in a text. RL.8.9.LP.A
- Define allusion RL.8.9.LP.B
- Identifies the purpose of using religious text in literature (i.e,religious texts are used as literature not life influence). RL.8.9.LP.C
- Identify when a text has a word, phrase, or passage that refers to a character or situation from another piece of literature. RL.8.9.LP.D
- Identify theme as the subject or topic in a given story. RL.8.9.LP.E
- Identify an event as a happening in a story. RL.8.9.LP.F
- Identify characters as people or characters in a given story. RL.8.9.LP.G
- Demonstrates a foundational knowledge of myths, traditional stories, and religious texts. RL.8.9.LP.H
- Actively engage in myths, traditional stories, and religious literary texts. RL.8.9.LP.I
- Engage with the storyteller. RL.8.9.LP.J

Range of Reading and Level of Text Complexity

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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. Build background knowledge and activate prior knowledge in order to make text-to-self or text-to-text and text-to-world connections that deepen understanding of the text. RL.8.10

Complexity a

a Read and comprehend supported grade-level/ age-appropriate, adapted literature materials. RL.8.10A

Complexity b

b Participate in or read supported grade-level/age-appropriate, adapted literature materials. RL.8.10B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted literature materials. RL.8.10C

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Learning Progression

- Text-to-Self, Text-to-Text, and Text-to-World Connections / Comparisons RL.8.10.LP.A
- Demonstrate a purpose for reading by making text connections (text-toself, text-to-text, text-to-world) before, during or after reading. RL.8.10.LP.B
- Identify text-to-world connection related to a specific text. RL.8.10.LP.C
- Gather information, concepts and experiences from a given text that have real world connections beyond one's own experiences. ("This could happen in real life." Or "I saw this happen on the news, TV show, social media…") RL.8.10.LP.D
- Acknowledge that people, places and events are broader than one's own experiences. RL.8.10.LP.E
- Background Knowledge RL.8.10.LP.F
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RL.8.10.LP.G
- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RL.8.10.LP.H
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RL.8.10.LP.I
- Prior Knowledge RL.8.10.LP.J
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RL.8.10.LP.K
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RL.8.10.LP.L
- Share prior knowledge related to a given information, concept, experience or text structure. RL.8.10.LP.M
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RL.8.10.LP.N
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RL.8.10.LP.O
- Decoding / Phonological Awareness RL.8.10.LP.P
- Actively engage in the reading of grade-level, literary text. (stories, dramas, and poems) RL.8.10.LP.Q
- Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RL.8.10.LP.R

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- Actively engage with grade-level stories, dramas, and poems. RL.8.10.LP.S
- Actively engage in sharing grade-level stories, dramas, and poems using assistive technology tools as needed. RL.8.10.LP.T

Reading Standards for Informational Text

Key Ideas and Details

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. RI.8.1

Complexity a

a Given 2–3 pieces of evidence, choose the evidence in text that best supports answers to inferential questions. RI.8.1A

Complexity b

b Identify a detail from text that best supports the answers to literal or inferential questions. RI.8.1B

Complexity c

c Identify details that support answers to literal questions. RI.8.1C

Learning Progression

- Distinguish the difference between explicit details and inferences in a text. RI.8.1.LP.A
- Answer inferential questions. RI.8.1.LP.B
- Identify a detail of the text related to the main idea. RI.8.1.LP.C
- Identify the main idea of a text. RI.8.1.LP.D
- Distinguish between main ideas and details in the text. RI.8.1.LP.E
- Identify details about a topic from the text. RI.8.1.LP.F
- Identify what the text is about RI.8.1.LP.G
- Actively engage in the reading of informational text. RI.8.1.LP.H

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2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. RI.8.2

Complexity a

a Identify a main idea and trace its development (e.g., supporting ideas, details) across events in the text. RI.8.2A

Complexity b

b Sequence related events, ideas, or steps in a process from beginning, middle, and end of the text; identify the central idea of the text. RI.8.2B

Complexity c

c Identify the topic(s) of a text including central ideas and details. RI.8.2C

Learning Progression

- Distinguish between relevant and irrelevant information/ details in a text RI.8.2.LP.A
- Identify how the details appear in the paragraphs of the text. RI.8.2.LP.B
- Identify details about the topic. RI.8.2.LP.C
- Identify the topic of the text. RI.8.2.LP.D
- Identify the central/main idea in the text. RI.8.2.LP.E
- Actively engage during the sharing of a sentence or paragraph from informational text. RI.8.2.LP.F

3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3

Complexity a

a Compare and/or contrast similarities and differences among ideas and events in a text. RI.8.3A

Complexity b

b Identify connections among ideas and events in a text. RI.8.3B

Complexity c

c Identify individuals, ideas, and/or events described in informational text. RI.8.3C

Learning Progression

- Identify how a text, idea, or event connection is made in an informational text. RI.8.3.LP.A
- distinguish between topic and details that support the topic RI.8.3.LP.B
- Identify how the details appear in the paragraphs of the text. RI.8.3.LP.C
- identify what the text is mostly about RI.8.3.LP.D
- Actively engage in the sharing of the text. RI.8.3.LP.E

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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, including analogies or allusions to other texts. RI.8.4

Complexity a

a Identify the meaning of technical, connotative, and figurative words or phrases as they are used in a text. RI.8.4A

Complexity b

b Explain how the author's word choice affects the tone of the text. RI.8.4B

Complexity c

c Identify words or phrases that suggest the senses. RI.8.4C

Learning Progression

- Explain the difference between literal and nonliteral language RI.8.4.LP.A
- Define tone. RI.8.4.LP.B
- Identify figurative language in the text. RI.8.4.LP.C
- Identify the connotative meaning of words in the text. RI.8.4.LP.D
- Identify how the author uses certain words and phrases to set the tone of the text. RI.8.4.LP.E
- Identify how words in the text impact meaning in the text. RI.8.4.LP.F
- Identify multiple meanings of words and phrases related to the topic. RI.8.4.LP.G
- Look for words that evoke feelings in text. RI.8.4.LP.H
- Match words or phrases to images of the feeling they represent RI.8.4.LP.I
- List words that evoke feelings. RI.8.4.LP.J
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words in a text. RI.8.4.LP.K

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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

Complexity a

a Explain how specific sentences within a paragraph work together to structure the key concepts within a text. RI.8.5A

Complexity b

b Identify a statement in the text that links one idea to another. RI.8.5B

Complexity c

c Identify a paragraph that addresses a specific key concept in the text. RI.8.5C

Learning Progression

- locate a set of sentences in a text that work together to convey a key concept within a text RI.8.5.LP.A
- Identify how the details appear in the paragraphs of the text. RI.8.5.LP.B
- Distinguish key concepts from minor details. RI.8.5.LP.C
- Examine similar ideas within the text. RI.8.5.LP.D
- Distinguish between sentences, paragraphs, and larger portions of text RI.8.5.LP.E
- Actively engage in the sharing of different types of informational text. RI.8.5.LP.F

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6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6

Complexity a

a Describe conflicting evidence or viewpoints within a text. RI.8.6A

Complexity b

b Explain the perspective or the purpose of a text. RI.8.6B

Complexity c

c Identify differences in the purpose of texts. RI.8.6C

Learning Progression

- Identify conflicting evidence in a text. RI.8.6.LP.A
- Identify the purpose or perspective of a text. RI.8.6.LP.B
- Define perspective RI.8.6.LP.C
- Define the different types of author's purpose. RI.8.6.LP.D
- Identify words or phrases that are linked to the author's purpose. RI.8.6.LP.E
- Identify words in the text that are specific to the text topic. RI.8.6.LP.F
- Identify the topic of the text. RI.8.6.LP.G
- Identify the author. RI.8.6.LP.H
- Actively engage in the sharing of informational texts with various purposes. RI.8.6.LP.I
- Engage with objects or images that represent the author. RI.8.6.LP.J

Integration of Knowledge and Ideas

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7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.7

Complexity a

a Identify similarities and differences in the treatment of a topic in different media forms. RI.8.7A

Complexity b

b Identify details in a text that are also evident in a different medium (e.g., a map, table, graph, or chart). RI.8.7B

Complexity c

c Identify the same idea depicted in two different forms of media (e.g., picture of George Washington at Mount Vernon and a paragraph describing Washington's life at Mount Vernon). RI.8.7C

Learning Progression

- Compare and contrast print and multimedia presentations of the same topic. RI.8.7.LP.A
- Identify various print and multimedia depictions of the same topic RI.8.7.LP.B
- Recognize that various texts can convey the same information. RI.8.7.LP.C
- Identify the topic that is presented in various connected media. RI.8.7.LP.D
- Actively engage with two different media formats on the same topic. RI.8.7.LP.E
- Engage in information text shared through multimedia. RI.8.7.LP.F

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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.8.8

Complexity a

a Identify a stated argument or claim and determine whether the support provided is relevant and sufficient. RI.8.8A

Complexity b

b Identify details in a text that support an opinion. RI.8.8B

Complexity c

c Identify an opinion statement in a text. RI.8.8C

Learning Progression

- Distinguish between a claim and an opinion in a text RI.8.8.LP.A
- Define claim RI.8.8.LP.B
- Define argument RI.8.8.LP.C
- Describe how to determine if a statement is true or false. RI.8.8.LP.D
- Sort examples as relevant or irrelevant statements about a given topic. RI.8.8.LP.E
- Identify language in text that suggests opinion. RI.8.8.LP.F
- Ask for opinions from others. RI.8.8.LP.G
- Provide evidence/reasons to support your opinion RI.8.8.LP.H
- Share and opinion RI.8.8.LP.I
- Listen to the opinions of others. RI.8.8.LP.J

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9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify whether the texts disagree on matters of fact or interpretation. RI.8.9

Complexity a

a Explain discrepancies in information about the same topic in two or more sources. RI.8.9A

Complexity b

b Identify discrepancies in information about the same topic in two different sources. RI.8.9B

Complexity c

c Identify resources in two or more formats on the same topic (e.g., textbook, magazine, website, etc.). RI.8.9C

Learning Progression

- Identify and compare main ideas and overarching concepts in two or more texts. RI.8.9.LP.A
- Examine and compare text features for different forms of print (e.g., textbooks, magazines, websites, etc.,) in two or more text. RI.8.9.LP.B
- Recognize that various texts can convey the same information RI.8.9.LP.C
- Examine and compare text features for different forms of print (e.g., textbooks, magazines, websites, etc.,) in two or more text. RI.8.9.LP.D
- Identify the central idea in a text. RI.8.9.LP.E
- Actively engage with the sharing of the same or similar topics from two or more texts. RI.8.9.LP.F

Range of Reading and Level of Text Complexity

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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.8.10

Complexity a

a Read and comprehend supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.8.10A

Complexity b

b Read or participate in supported gradelevel/age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.8.10B

Complexity c

c Actively engage in supported grade-level/ age-appropriate, adapted informational materials, including history/social studies, science, and technical texts. RI.8.10C

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Learning Progression

- Background Knowledge RI.8.10.LP.A
- Demonstrate background knowledge by identifying a concept, experience, information or text structure related to a text under study prior to reading the text. RI.8.10.LP.B
- Engage in the development of background knowledge (information, concept, experience or text structure) prior to reading a new text. RI.8.10.LP.C
- Define background knowledge as: knowledge of specific concepts, experiences, information or text structures developed through direct instruction prior to reading a text. RI.8.10.LP.D
- Prior Knowledge RI.8.10.LP.E
- Determine whether one's own prior knowledge is accurate or inaccurate based on information presented in a given text. RI.8.10.LP.F
- Compare in formation, concept, experience or text structure presented in a given text to one's own prior knowledge. RI.8.10.LP.G
- Share prior knowledge related to a given information, concept, experience or text structure. RI.8.10.LP.H
- Define prior knowledge as: Accurate or inaccurate text related knowledge, believed by the reader, prior to reading the text, based on previous life experiences. (Note: prior knowledge can be accurate or inaccurate) RI.8.10.LP.I
- Define previous experience as: life experiences, concepts and information acquired throughout life that develop prior knowledge. (Can be used in discussion of new text prior to reading) RI.8.10.LP.J
- Decoding / Phonological Awareness RI.8.10.LP.K
- Actively engage in the reading of grade-level, informational text. RI.8.10.LP.L
- Decode all word types with automaticity - this includes automatic recall of all sound symbol correspondences and automaticity with all Phonemic Awareness skills RI.8.10.LP.M
- Actively engage with grade-level nonfiction. RI.8.10.LP.N
- Actively engage in sharing grade-level nonfiction using assistive technology tools as needed. RI.8.10.LP.O

Writing **Text Types and Purposes**

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1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. W.8.1

Complexity a

a Generate a text of one or more paragraphs on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position. W.8.1A

Complexity b

b Compare two or more opinions on the same topic by providing an argument statement to support each claim. W.8.1B

Complexity c

c Express a claim or opinion in writing. W.8.1C

Learning Progression

- Identify the elements of persuasive writing (intro, body, and conclusion) W.8.1.LP.A
- Distinguish relevant facts from reasons when supporting a position W.8.1.LP.B
- Identify personal claim and/or counterclaim to include in writing. W.8.1.LP.C
- Define claim and counterclaim. W.8.1.LP.D
- Identify personal position to include in writing. W.8.1.LP.E
- Determine relevant facts in a text. W.8.1.LP.F
- Identify evidence to support a position W.8.1.LP.G
- Provide evidence/reasons to support your opinion W.8.1.LP.H
- share an opinion W.8.1.LP.I
- Actively engage in the sharing of opinions on a topic. W.8.1.LP.J

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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. Establish a clear thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2

Complexity a

a Generate an informative writing text using a formal style, including a topic sentence with supporting facts, details, and a concluding sentence. W.8.2A

Complexity b

b Introduce a topic and generate three factual sentences about it. W.8.2B

Complexity c

c Select a topic and provide a detail to support information about it. W.8.2C

Learning Progression

- Identify the key elements of an informative essay (intro, body, and conclusion). W.8.2.LP.A
- Identify the elements of a paragraph (topic sentence, details, and concluding statement). W.8.2.LP.B
- Distinguish between fact and opinion. W.8.2.LP.C
- Identify evidence to support a topic. W.8.2.LP.D
- Identify the purpose of an informative text. W.8.2.LP.E
- Actively engage in the sharing of facts on a topic or personal story. W.8.2.LP.F

Skip to main content

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. W.8.3

Complexity a

a Generate a text that includes narrative elements (e.g., dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed, or resolved). W.8.3A

Complexity b

b Generate a narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict. W.8.3B

Complexity c

c Communicate a sequence of events based on personal experiences or events, including a logical conclusion. W.8.3C

Learning Progression

- Create dialogue to align with the sequential details. W.8.3.LP.A
- Identify narrative techniques (e.g., dialogue, description, or reflection). W.8.3.LP.B
- Communicate story elements and capture in own writing. W.8.3.LP.C
- Capture plot development in a narrative writing. W.8.3.LP.D
- Capture setting in the narrative writing. W.8.3.LP.E
- Develop characters and their roles in the narrative writing. W.8.3.LP.F
- Map sequential details and ideas for the story (beginning, middle, and resolution). W.8.3.LP.G
- identify how the conflict is resolved in a narrative writing. W.8.3.LP.H
- identify a conflict in a narrative writing. W.8.3.LP.I
- Communicate a sequence of events based on personal experiences or events. W.8.3.LP.J
- Use tools to capture communication about stories in writing. W.8.3.LP.K
- Actively engage in personal storytelling. W.8.3.LP.L

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roduction 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. W.8.4

Complexity a

a Apply formal and informal language appropriate for each writing task. W.8.4A

Complexity b

b Organize sentences on a topic in a logical order, including an introductory sentence. W.8.4B

Complexity c

c Identify terms that can be used to introduce a topic or story. W.8.4C

Learning Progression

- Distinguish between language used for each writing style (persuasive, informative, and narrative). W.8.4.LP.A
- Identify the types of language used in persuasive, informative, and narrative writing. W.8.4.LP.B
- Develop an outline or organized framework to demonstrate organization of writing. W.8.4.LP.C
- Identify how to construct an outline or organized framework (e.g., Intro, thesis, topic sentences, etc.,). W.8.4.LP.D
- generate 2-3 sentences about a topic W.8.4.LP.E
- choose a topic to communicate/generate text W.8.4.LP.F
- Actively engage with writings with various purposes. W.8.4.LP.G

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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. W.8.5

Complexity a

a With guidance and support, plan, draft, and edit writing to convey a clear message for the intended purpose or audience. W.8.5A

Complexity b

b With guidance and support, edit simple sentences to improve their clarity for the intended purpose or audience. W.8.5B

Complexity c

c With guidance and support, recognize when the order of sentences should be revised. W.8.5C

Learning Progression

- Edit writing for intended purpose or audience. W.8.5.LP.A
- Editing sentences with errors in capitalization and end punctuation. W.8.5.LP.B
- Identify the rules for capitalization. W.8.5.LP.C
- Identify the rules for ending punctuation. W.8.5.LP.D
- Distinguish clear from unclear sentences in a writing according to the purpose or task. W.8.5.LP.E
- Identify errors in own writing using text to speech tools when needed to hear writing for error review. W.8.5.LP.F
- Practice ordering sentences, presented on individual strips of paper or digitally, into the time, plot or sequential order. W.8.5.LP.G
- Practice ordering sentences, presented on individual strips of paper or digitally, into paragraph order. W.8.5.LP.H
- Actively engage in the sharing of text with and without errors in convention. W.8.5.LP.I

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6 Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others. W.8.6

Complexity a

a Use information from print or digital sources to generate several relevant sentences about a topic using collaboration. W.8.6A

Complexity b

b Use information from multiple print or digital sources to generate more than one sentence about a topic. W.8.6B

Complexity c

c Use information from print or digital sources to generate a simple sentence about a topic. W.8.6C

Learning Progression

- Develop independence in the use of technology, including assistive technology, to research, produce and publish writing. W.8.6.LP.A
- Determine which technology can assist with composing writing. W.8.6.LP.B
- Examine text features of print and digital sources. W.8.6.LP.C
- Use technology tools to review sentences for autocorrect errors. W.8.6.LP.D
- Identify technology tools to review sentences for autocorrect errors W.8.6.LP.E
- Actively participate in a shared writing experience using assistive technology tools. W.8.6.LP.F
- Actively participate in the use of assistive technology to share ideas that will eventually be published as writing. W.8.6.LP.G

Research to Build and Present Knowledge

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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. W.8.7

Complexity a

a Use two or more sources to answer a self-generated research question. W.8.7A

Complexity b

b Collect information from relevant sources to answer a question. W.8.7B

Complexity c

c Select and ask a question to gain information for research. W.8.7C

Learning Progression

- Identify how to cite sources. W.8.7.LP.A
- Distinguish relevant sources from irrelevant sources. W.8.7.LP.B
- Determine what constitutes a relevant source. W.8.7.LP.C
- Determine the types of questions that require research. W.8.7.LP.D
- Ask questions related to a given topic W.8.7.LP.E
- Brainstorm a list of questions that would require research. W.8.7.LP.F
- Actively participate in Q & A. W.8.7.LP.G
- Actively participate in selecting a topic for research. W.8.7.LP.H

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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. W.8.8

Complexity a

a Select relevant information from several reliable sources (e.g., websites that end in .gov or .org) and organize it to describe, explain, or expand knowledge on a topic. W.8.8A

Complexity b

b Select quotations from a source to support or summarize a topic. W.8.8B

Complexity c

c Match information from a source to a relevant topic. W.8.8C

Learning Progression

- Identify how to cite sources. W.8.8.LP.A
- Identify the research process. W.8.8.LP.B
- Identify how to organize research. W.8.8.LP.C
- Distinguish relevant sources from irrelevant sources. W.8.8.LP.D
- Locate a quotation from a text W.8.8.LP.E
- Distinguish key ideas from irrelevant ideas within a source. W.8.8.LP.F
- Distinguish relevant from irrelevant information on a topic W.8.8.LP.G
- Identify the topic for writing. W.8.8.LP.H
- Actively engage in shared review of sources on a chosen topic. W.8.8.LP.I
- Engage with website to gain information on a topic. W.8.8.LP.J

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the Epic of Gilgamesh, including describing how the material is rendered new”). b. Apply grade 8 reading standards 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”). W.8.9

Complexity a

a Select information from several relevant and reliable sources and organize it to describe, explain, and expand knowledge on a topic. W.8.9A

Complexity b

Complexity c

b Select quotations from a source to support or summarize a topic. W.8.9B

c Classify works of literary or historical significance as fiction or nonfiction. W.8.9C

Learning Progression

- Determine evidence that will support the claims in a text. W.8.9.LP.A
- Identify a claim. W.8.9.LP.B
- Locate quotes in a text W.8.9.LP.C
- Identify literary or informational texts as fiction or nonfiction W.8.9.LP.D
- Actively explore fiction and nonfiction sources on a chosen topic for writing. W.8.9.LP.E
- Engage in shared fiction and nonfiction. W.8.9.LP.F
- Engage with modern works of fiction. (myths, religious literary texts) W.8.9.LP.G

Range of Writing

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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. W.8.10

Complexity a

a Write routinely for a range of discipline-specific tasks, purposes, and audiences. W.8.10A

Complexity b

b Produce writing to complete a specific task within a given time frame. W.8.10B

Complexity c

c Participate in routine and varied writing activities. W.8.10C

Learning Progression

- Actively participate in each step of the research, write, reflect/review, revise cycle. W.8.10.LP.A
- Break large writing task into smaller segments of writing. W.8.10.LP.B
- Capture thoughts and communications as writing W.8.10.LP.C
- Use of assistive technology to share ideas that will eventually be published as writing. W.8.10.LP.D
- Actively participate in a shared writing experience using assistive technology tools as needed. W.8.10.LP.E
- Increase the number of communication expressions over given time period W.8.10.LP.F
- Develop a formal mode of communication that is understood by others W.8.10.LP.G
- Establish a mode of access for communication W.8.10.LP.H
- Engage in expressive communications (gestures, facial expressions, utterances, choice making – gaze, direct select, switch) W.8.10.LP.I
- Actively participate in shared writing. W.8.10.LP.J
- Engage by actively listening to shared writing. W.8.10.LP.K

Speaking and Listening **Comprehension and Collaboration**

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1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, 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 considering the evidence presented. SL.8.1

Complexity a

a Ask and answer questions relevant to specific parts of the topic under discussion; share ideas and/or add details. SL.8.1A

Complexity b

b Follow rules of discussion; ask or answer questions to contribute to the discussion. SL.8.1B

Complexity c

c Actively listen to a small group of others and respond to questions. SL.8.1C

Learning Progression

- List the rules of discussion SL.8.1.LP.A
- Sort key ideas from irrelevant ideas within a text. SL.8.1.LP.B
- Respond to verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.8.1.LP.C
- Demonstrate active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.,). SL.8.1.LP.D
- Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.) SL.8.1.LP.E
- Actively engage in verbal and/or nonverbal communication with peers. SL.8.1.LP.F

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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. SL.8.2

Complexity a

a Summarize the main points of a presentation and show how the points support the speaker's motives. SL.8.2A

Complexity b

b Identify possible motives (e.g., social, commercial, political) behind a presentation. SL.8.2B

Complexity c

c Identify key details from presentations in various media. SL.8.2C

Learning Progression

- Describe how the graphic influences the reader. SL.8.2.LP.A
- Identify how the graphic/manipulative supports the topic. SL.8.2.LP.B
- Identify the purpose of a presentation. SL.8.2.LP.C
- Describe the meaning/purpose of the graphics. SL.8.2.LP.D
- List the various purposes of a presentation. SL.8.2.LP.E
- Sort key ideas from irrelevant ideas within a text. SL.8.2.LP.F
- Actively engage in shared discussions using graphics and manipulatives to make choices. SL.8.2.LP.G
- Engage with objects or images representing key details from media presentation. SL.8.2.LP.H

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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. SL.8.3

Complexity a

a Identify a speaker's argument or claim and explain how the evidence provided supports the position. SL.8.3A

Complexity b

b Sort key details that were included in an argument as relevant or not relevant. SL.8.3B

Complexity c

c Identify a speaker's position or topic. SL.8.3C

Learning Progression

- Identify perspective. SL.8.3.LP.A
- Distinguish main points versus details. SL.8.3.LP.B
- Identify details shared by a speaker. SL.8.3.LP.C
- Identify why the speaker is important. SL.8.3.LP.D
- Identify the speaker. SL.8.3.LP.E
- Actively engage in a guided discussion about the main points in an argument. SL.8.3.LP.F

Presentation of Knowledge and Ideas

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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 contact, adequate volume, and clear pronunciation. SL.8.4

Complexity a

a Express an opinion and provide valid information in a clear, coherent message, using appropriate social conventions. SL.8.4A

Complexity b

b Communicate a coherent message using appropriate details and social conventions (e.g., eye contact, voice tone, formal or informal language). SL.8.4B

Complexity c

c Communicate information using appropriate social conventions. SL.8.4C

Learning Progression

- Distinguish the difference between facts and falsehoods. SL.8.4.LP.A
- Describe the importance of details in a text. SL.8.4.LP.B
- Identify the purpose of a text/presentation. SL.8.4.LP.C
- Identify verbal and nonverbal cues (e.g., nodding, eye contact, raise hand when answering questions in a large setting, lean forward, etc.,). SL.8.4.LP.D
- Respond to active listening skills (e.g., paraphrase points made by the speaker, verbalize understanding of the speaker's point, etc.,). SL.8.4.LP.E
- Actively engage with various reading materials on a topic. SL.8.4.LP.F

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5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5

Complexity a

a Use two or more multimedia components to clarify information or support an opinion independently. SL.8.5A

Complexity b

b Add multimedia components to enhance a presentation. SL.8.5B

Complexity c

c With guidance and support, choose materials to illustrate points in a presentation. SL.8.5C

Learning Progression

- Compare the different impacts various multimedia may have on presentations. (e.g., why a presentation should use audio rather than print). SL.8.5.LP.A
- Identify the importance of multimedia in presentation. SL.8.5.LP.B
- Identify the many components of multimedia (e.g., text, audio, visual, or interactive). SL.8.5.LP.C
- Use assistive technology appropriately to create digital media. SL.8.5.LP.D
- Use assistive technology with digital media. SL.8.5.LP.E
- Identify the main idea(s) of a presentation SL.8.5.LP.F
- Actively engage in various multimedia formats on a chosen topic. SL.8.5.LP.G
- Engage with assistive technology. SL.8.5.LP.H
- Engage with images and objects that represent points in a presentation SL.8.5.LP.I

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6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6

Complexity a

a Communicate ideas or opinions using formal or informal language that is specific to the purpose or audience. SL.8.6A

Complexity b

b Communicate multiple ideas of information specific to the purpose or audience. SL.8.6B

Complexity c

c Effectively communicate in formal and informal conversations. SL.8.6C

Learning Progression

- identify the purpose of a communication SL.8.6.LP.A
- Distinguish between formal and informal communication. SL.8.6.LP.B
- Demonstrate active listening skills. SL.8.6.LP.C
- Identify examples of active listening. SL.8.6.LP.D
- Actively engage (using any mode) in discussions with peers. SL.8.6.LP.E

Language **Conventions of Standard English**

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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 voice and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. d. Recognize and correct inappropriate shifts in verb voice and mood. L.8.1

Complexity a

a Generate complex sentences forming varied sentence structures to make content interesting. L.8.1A

Complexity b

b Communicate using the conventions of standard English grammar, including Nouns, pronouns Verbs in active voice Prepositions Adjectives and adverbs Use a variety of sentence structures. L.8.1B

Complexity c

c Communicate using sentences pictures, gestures, or AAC. L.8.1C

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Learning Progression

- Between the general standard and a: L.8.1.LP.A
- Identify gerunds that end in -ing and are verbs used as nouns, which are the subjects, direct objects, indirect objects, or objects of the preposition in a sentence (e.g., Jenny bought new tennis shoes for hiking.). L.8.1.LP.B
- Define gerunds. L.8.1.LP.C
- Identify infinitives that are made up of to + a verb and are used as adjectives and nouns in a sentence (e.g. I want to go to the beach.). L.8.1.LP.D
- Define participles (i.e., verbs used as adjectives, adverbs, or nouns in a sentence and end in -ing, -ed, -ed, -en, -t e.g., George threw the burnt chicken in the trash.). L.8.1.LP.E
- Identify each verbal first by its ending, then its function. L.8.1.LP.F
- Identify how words function in different ways in sentences. L.8.1.LP.G
- Distinguish the difference between active and passive voice. L.8.1.LP.H
- Identify which part of speech makes a sentence active or passive. L.8.1.LP.I
- Identify how sentence structure plays a role in active and passive voice. L.8.1.LP.J
- Between b and c: L.8.1.LP.K
- Identify nouns and verbs in a sentence. L.8.1.LP.L
- Label verbal as its part of speech in a sentence. L.8.1.LP.M
- Identify the eight parts of speech, particularly nouns and verbs. L.8.1.LP.N
- Explain how word endings change the meaning and function of the word. L.8.1.LP.O
- Identify which parts of speech are used in each part of a sentence (e.g., Nouns can be used as subject, direct object, indirect object, object of the preposition). L.8.1.LP.P
- Use any mode to communicate an idea, opinion, or event. L.8.1.LP.Q
- Actively engage in communication using sentences, pictures, or AAC/ VOCA. L.8.1.LP.R
- Show cues of readiness for communication. (i.e. lean forward, make eye contact, reach out, etc.) L.8.1.LP.S
- Engage with communication partner(s). L.8.1.LP.T

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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 words correctly L.8.2

Complexity a

a Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe, VVC). L.8.2A

Complexity b

b Generate simple sentences that include correct conventions of capitalization, punctuation, and spelling of grade-level words using available tools and resources. L.8.2B

Complexity c

c Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly. L.8.2C

Learning Progression

- Explain why ellipses are used in sentences. L.8.2.LP.A
- Condense text by replacing nonessential phrases with ellipses. L.8.2.LP.B
- Identify when a comma is should be added to writing. L.8.2.LP.C
- Describe the rules for using a comma in a sentence. L.8.2.LP.D
- Read or listen to the reading of sentences to understand how fluency is impacted by the inclusion or deletion of punctuation. L.8.2.LP.E
- Identify punctuation as a signal to indicate a pause or break in the flow of reading. L.8.2.LP.F
- Recognize complete sentences from capital letter to end mark. L.8.2.LP.G
- Demonstrate an understanding of basic spelling rules. L.8.2.LP.H
- Identify the components of a complete sentence. L.8.2.LP.I
- Distinguish between various sentence types. L.8.2.LP.J
- Sort words by parts of speech. L.8.2.LP.K
- Actively engage in reviewing multiple examples of proper capitalization, punctuation, and spelling. L.8.2.LP.L
- Engage with punctuation and capital letters. L.8.2.LP.M

Knowledge of Language

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact). L.8.3

Complexity a

a Apply conventions of standard English specific to the purpose when speaking or writing. L.8.3A

Complexity b

b Apply conventions of standard English when speaking or writing. L.8.3B

Complexity c

c Use language in the student's preferred communication mode to share thoughts and feelings with others. L.8.3.C

Learning Progression

- Define the different verb moods (i.e., indicative, imperative, interrogative, conditional, and subjunctive). L.8.3.LP.A
- Identify how sentence structure plays a role in active and passive voice. L.8.3.LP.B
- Change passive sentence to active by restructuring the sentence and the verb tense. L.8.3.LP.C
- Explain how word endings change the meaning and function of the word. L.8.3.LP.D
- Distinguish the difference between active and passive voice. L.8.3.LP.E
- Identify which part of speech makes a sentence active or passive. L.8.3.LP.F
- Identify the verbs in a passive sentence. L.8.3.LP.G
- Use verbs in communications when writing or speaking. L.8.3.LP.H
- List common verbs. L.8.3.LP.I
- Identify verbs while reading, or listening. L.8.3.LP.J
- Identify parts of speech, particularly verbs and their functions in a sentence. L.8.3.LP.K
- Actively engage (through any mode of communication) in a conversation with one participant. L.8.3.LP.L
- Engage with communication partner. L.8.3.LP.M

Vocabulary Acquisition and Use

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4 Determine or clarify the meaning of unknown and multiple-meaning words or 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., precede, recede, secede). 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). L.8.4

Complexity a

a Use context clues, word structure, or reference materials to determine the meaning of unknown words, including multiple-meaning words or phrases. L.8.4A

Complexity b

b Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiplemeaning words or phrases. L.8.4B

Complexity c

c Determine the meaning of a word. L.8.4C

Learning Progression

- Define denotation. L.8.4.LP.A
- Define roots and affixes. L.8.4.LP.B
- Use a dictionary to find the definition of a word. L.8.4.LP.C
- Label the parts of a dictionary definition. L.8.4.LP.D
- Recognize that the synonyms of a word found in a thesaurus indicate various connotations of the original word. L.8.4.LP.E
- Define synonym. L.8.4.LP.F
- identify the meaning of a word based on sentence or paragraph level context L.8.4.LP.G
- Identify words represented in text or visually that have multiple meanings. L.8.4.LP.H
- Determine which connotation is appropriate to use in a sentence based on the sentence's context. L.8.4.LP.I
- Determine the meaning of an unknown word without using reference materials (e.g., Greek and Latin roots and affixes, word association). L.8.4.LP.J
- Match an object or picture to a word to convey correct meaning. L.8.4.LP.K
- Actively engage with objects, tactile graphics, or other sensory experiences related to better understand the meaning of words. L.8.4.LP.L

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5

Complexity a

a Explain the meaning of figurative language (e.g., similes, metaphors, idioms). L.8.5A

Complexity b

b Identify the difference between literal and nonliteral meanings of words based on their use in context. L.8.5B

Complexity c

c Identify connections between words and their uses. L.8.5C

Learning Progression

- Define denotation (dictionary definition) and connotation (alternate meanings based on feelings associated with a word). L.8.5.LP.A
- Identify when a word or phrase is being used in a nonliteral way. L.8.5.LP.B
- Identify multiple meanings of words. L.8.5.LP.C
- Identify words that share meaning. L.8.5.LP.D
- Identify words with conceptual differences (e.g., hot/cold). L.8.5.LP.E
- Match non-literal meanings (connotations) to words (denotations). L.8.5.LP.F
- Communicate using any mode using various alternatemeaning and denotative word choices. L.8.5.LP.G
- Using words with hidden meanings paired with graphic or tactile representations. L.8.5.LP.H

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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. L.8.6

Complexity a

a Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing. L.8.6A

Complexity b

b Use gradelevel, age-appropriate academic and content-specific words and phrases in conversations. L.8.6B

Complexity c

c Communicate using words and phrases acquired through interactions with others. L.8.6C

Learning Progression

- Choose appropriate domain-specific words for writing or speaking. L.8.6.LP.A
- Match grade-level subject specific words to their meanings using any form, including images or objects. L.8.6.LP.B
- Engage with grade-level peers, and adults to gain ageappropriate word exposure. L.8.6.LP.C
- Engage with a communication partner. L.8.6.LP.D