Ohio English Language Arts

Grade 8

Reading Literature RL

1 **Cite text evidence that strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RL.8.1

2 **Analyze literary text development.** RL.8.2

- a Determine and explain a theme of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. RL.8.2.A
- b Provide an objective summary of the text, including theme and its relationship to other story elements. RL.8.2.B

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

4 **Explain how words and phrases shape meaning and tone in a literary text.** RL.8.4

- a Determine word and phrase meanings, including figurative and/or connotative meanings. RL.8.4.A
- b Analyze the impact of specific word choices, including analogies or allusions to other texts, on meaning, mood, and tone. RL.8.4.B

5 **Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.** RL.8.5

6 **Analyze how differences in point of view and perspective between characters and the reader (e.g., developed through the use of dramatic irony) create effects such as suspense or humor.** RL.8.6

7 **Analyze the extent to which a filmed or live production of a story or drama is aligned to or departs from the text or script, evaluating the 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 alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible and The Epic of Gilgamesh), including describing how the material is rendered new.** RL.8.9

Skip to main content

Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-

text, or text-toworld connections and comparisons. RL.8.10

Reading Informational RI

1. **Cite text evidence that strongly supports analysis of what an informational text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.** RI.8.1

2. **Analyze informational text development.** RI.8.2
   - a Determine two or more central ideas in a text and analyze their development over the course of the text, including their relationship to supporting ideas. RI.8.2.A
   - b Provide an objective summary of the text that incorporates central ideas and their relationship to supporting ideas. RI.8.2.B

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

4. **Explain how words and phrases shape meaning and tone in an informational text.** RI.8.4
   - a Determine word and phrase meanings, including figurative, connotative, and technical meanings. RI.8.4.A
   - b Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.4.B

5. **Analyze the structure of a specific paragraph in an informational text, including the role of particular sentences and text features in developing and refining a key concept.** RI.8.5

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

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

8. **Trace and evaluate the argument in an informational text.** RI.8.8
   - a Identify specific claims in a text. RI.8.8.A
   - b Assess the soundness of reasoning. RI.8.8.B
   - c Assess if evidence is relevant and sufficient. RI.8.8.C
   - d Recognize when irrelevant evidence is introduced. RI.8.8.D

9. **Analyze how two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and/or interpretation.** RI.8.9

Skip to main content

Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-

	self, textto-text, and text-to-world connections and comparisons. RI.8.10
Reading Foundations RF	**4 Read connected texts with sufficient fluency to support comprehension.** RF.8.4 a Orally read grade-level text with accuracy (targeting 95% or greater), automaticity, and appropriate expression to gain meaning from text, targeting 146 or greater words correct per minute (wcpm) by the end of eighth grade. RF.8.4.A b Self-monitor word recognition and understanding, rereading as necessary. RF.8.4.B
Decode words by applying morphological analysis, word recognition, and etymology including: RF.8.3.A	**1 Roots** RF.8.3.A.1 **2 Prefixes** RF.8.3.A.2 **3 Suffixes** RF.8.3.A.3
Read common high-frequency words with automaticity such as: RF.8.3.B	**1 Phonetically regular words: winter, test, beside** RF.8.3.B.1 **2 Partially regular words: square, region, believe** RF.8.3.B.2 **3 Irregular words: average, effect, verify** RF.8.3.B.3
Identify and know the meaning of common Latin and Greek: RF.8.3.C	**1 Roots** RF.8.3.C.1 **2 Prefixes** RF.8.3.C.2 **3 Suffixes** RF.8.3.C.3
Writing Foundations WF	**1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.** WF.8.1 **2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.** WF.8.2 a Encode grade-appropriate multisyllabic words using knowledge of syllable types. WF.8.2.A b Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. WF.8.2.B c Encode grade-appropriate irregular words. WF.8.2.C
Writing W	**1 Write argumentative pieces that include:** W.8.1 a A clear thesis statement, within the introduction, to present an argument; W.8.1.A b. An introduction of claim(s) with clearly organized reasons and an acknowledgement of alternate or opposing claims; W.8.1.B

Skip to main content

c Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text; W.8.1.C

d Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence; W.8.1.D

e Precise language and domain-specific vocabulary; W.8.1.E

f Language appropriate to the audience and purpose; W.8.1.F

g Use of accurate, credible sources; and W.8.1.G

h A concluding statement or section that supports the argument presented. W.8.1.H

---

2 **Write informative/explanatory pieces that include:** W.8.2

a A clear thesis statement, within the introduction, previewing what is to follow; W.8.2.A

b Relevant facts, definitions, concrete details, quotations, or other information and examples, organized into broad categories, to develop the topic; W.8.2.B

c Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; W.8.2.C

d Appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts; W.8.2.D

e Precise language and domain-specific vocabulary; W.8.2.E

f Language appropriate to the audience and purpose; W.8.2.F

g Formatting, graphics, and multimedia to clarify information presented, if needed; W.8.2.G

h Use of accurate, credible sources; and W.8.2.H

i A concluding statement or section that supports the information or explanation presented. W.8.2.I

---

3 **Write narratives that develop real or imagined sequenced events that include:** W.8.3

a An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; W.8.3.A

b An organized event sequence; W.8.3.B

c Dialogue, pacing, and description to develop experiences, events, and/or characters; W.8.3.C

d A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events; W.8.3.D

e Precise language, relevant descriptive details, and sensory language; and W.8.3.E

A conclusion that reflects on the narrated experiences or events. W.8.3.F

Skip to main content

4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** W.8.4

5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.8.5

6 **Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, present the relationships between information and ideas efficiently, and collaborate with others.** W.8.6

7 **Conduct independent research projects to answer a question (including a self-generated question) by:** W.8.7

- a Using credible sources on a topic; W.8.7.A
- b Recording relevant evidence; W.8.7.B
- c Evaluating and determining the relevancy of evidence; and W.8.7.C
- d Generating additional, related questions for further research and investigation. W.8.7.D

8 **Gather and use relevant information from multiple print and digital resources.** W.8.8

- a Use search terms effectively. W.8.8.A
- b Assess the credibility and accuracy of each source. W.8.8.B
- c Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. W.8.8.C
- d Cite sources to avoid plagiarism, using a standard format. W.8.8.D

9 **Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.** W.8.9

10 **Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** W.8.10

Speaking and Listening SL

1 **Participate in discussions about eighth grade topics and texts in small groups or whole-class settings, following agreed upon rules.** SL.8.1

- a Come to discussions prepared (having read and/or studied materials). SL.8.1.A
- b Explicitly use the information known about the topic to explore ideas under discussion. SL.8.1.B
- c Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. SL.8.1.C
- d Respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D

Skip to main content

e Pose questions that connect the ideas of several speakers. SL.8.1.E

f Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in light of the evidence provided. SL.8.1.F

2 **Analyze the purpose of information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and evaluate the motives (e.g., social, commercial, political) behind its presentation.** SL.8.2

3 **Delineate a speaker's argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence, and identify when irrelevant evidence is presented.** SL.8.3

4 **Present claims and findings using:** SL.8.4

a An emphasis on the most notable points in a focused, coherent manner; SL.8.4.A

b Relevant evidence and elaboration supported with sound reasoning; SL.8.4.B

c Appropriate eye contact; SL.8.4.C

d Adequate speaking volume; and SL.8.4.D

e Clear speech at an understandable pace. SL.8.4.E

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

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

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.8.1

a Explain the function of verbals (gerunds, participles, infinitives) in general and their function within the context of specific sentences. L.8.1.A

b Form and use verbs in the active and passive voice. L.8.1.B

c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1.C

d Maintain consistency of verb voice and mood and recognize and correct inappropriate shifts. L.8.1.D

Skip to main content

2 **Know and apply formal American English capitalization, punctuation, and spelling when writing.** L.8.2

- a Use punctuation (commas, ellipses, dashes) to indicate a pause or break. L.8.2.A
- b Use an ellipsis to indicate an omission. L.8.2.B
- c Spell words accurately, using gradelevel spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.8.2.C

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.8.3

- a Use verbs in active and passive voice (e.g., emphasizing the actor or the action). L.8.3.A
- b Use verbs in conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact). L.8.3.B

4 **Determine or clarify the meaning of unknown words or multiple-meaning words or phrases.** L.8.4

- a Use context within and beyond a sentence to determine the intended meaning of a word or phrase. L.8.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4.B
- c Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech. L.8.4.C

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

- a Explain figurative language, including verbal irony and puns, 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 (implied meanings, associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.8.5.C

6 **Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.** L.8.6