South Dakota English Language Arts

8th Grade

Reading Literature RL

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.** 8.RL.1

2 **Determine a theme or central idea(s) of a text.** 8.RL.2

- a Analyze its development over the course of the text including its relationship to the characters, setting, and plot. 8.RL.2.A
- b Identify key textual details to support the analysis. 8.RL.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.** 8.RL.3

4 **Interpret words and phrases as intended by the author of the text.** 8.RL.4

- a Determine technical, figurative and connotative meanings of words and phrases. 8.RL.4.A
- b Analyze how specific word choices, shape meaning, mood, and tone. 8.RL.4.B

5 **Analyze two or more texts by comparing and contrasting their different text structures, including how these contribute to their meanings and styles.** 8.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.** 8.RL.6

7 **Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.** 8.RL.7

8 **Not applicable to literature** 8.RL.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.** 8.RL.9

10 **By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8.** 8.RL.10

- a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 8.RL.10.A
- b Self-select texts for personal enjoyment, interest, and academic tasks. 8.RL.10.B

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c Read widely to understand diverse perspectives and viewpoints. 8.RL.10.C

Reading Informational Text RI

1 **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and inferentially.** 8.RI.1

2 **Determine a central idea(s) of a text.** 8.RI.2

a a. Analyze its development over the course of the text, including its relationship to supporting ideas. 8.RI.2.A

b Provide an objective summary of the text. 8.RI.2.B

3 **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** 8.RI.3

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.** 8.RI.4

5 **Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.** 8.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.** 8.RI.6

7 **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.** 8.RI.7

8 **Delineate (break down) and evaluate the argument and specific claims in a text.** 8.RI.8

a Assess whether the reasoning is sound. 8.RI.8.A

b Assess whether the evidence is relevant and sufficient. 8.RI.8.B

c Recognize when irrelevant evidence is introduced. 8.RI.8.C

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.** 8.RI.9

10 **By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8.** 8.RI.10

a Demonstrate proficiency in reading and comprehending grade-appropriate texts. 8.RI.10.A

b Self-select texts for personal enjoyment, interest, and academic tasks. 8.RI.10.B

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c Read widely to understand diverse perspectives and viewpoints. 8.RI.10.C

Language L

1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.** 8.L.1

- a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 8.L.1.A
- b Form and use verbs in the active and passive voice. 8.L.1.B
- c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 8.L.1.C
- d Recognize and correct inappropriate shifts in verb voice and mood. 8.L.1.D

2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** 8.L.2

- a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 8.L.2.A
- b Use an ellipsis to indicate an omission. 8.L.2.B
- c Spell correctly, recognizing that some words have commonly accepted variations. 8.L.2.C

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** 8.L.3

- a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 8.L.3.A
- b Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. 8.L.3.B

4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.** 8.L.4

- a Use context to determine the meaning of a word or phrase. 8.L.4.A
- b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, and secede). 8.L.4.B
- c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 8.L.4.C
- d Verify the preliminary determination of the meaning of a word or phrase 8.L.4.D

5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** 8.L.5

- a Interpret figures of speech (e.g., verbal irony, puns). 8.L.5.A
- b Use the relationship between particular words to better understand each word. 8.L.5.B

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c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 8.L.5.C

6 **Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.** 8.L.6

Writing W

1 **Write arguments to support claims with clear reasons and relevant evidence.** 8.W.1

a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 8.W.1.A

b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 8.W.1.B

c Use varied syntax and transitional words, phrases, and clauses to create cohesion, clarify relationships among claim(s), counterclaims, reasons, and evidence, and enhance the clarity and effectiveness of the argument. 8.W.1.C

d Establish and maintain a formal style. 8.W.1.D

e Provide a concluding statement or section that follows from and supports the argument presented. 8.W.1.E

2 **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** 8.W.2

a 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 when useful to aid comprehension. 8.W.2.A

b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 8.W.2.B

c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 8.W.2.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. 8.W.2.D

e Establish and maintain a formal style. 8.W.2.E

f Provide a concluding statement or section that follows from and supports the information or explanation presented. 8.W.2.F

3 **Write narratives and other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** 8.W.3

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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. 8.W.3.A

b Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters. 8.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. 8.W.3.C

d Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events. 8.W.3.D

e Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre). 8.W.3.E

4 **Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** 8.W.4

5 **Develop and strengthen writing as needed.** 8.W.5

a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach. 8.W.5.A

b Focus on how well purpose and audience have been addressed. 8.W.5.B

c Use guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8). 8.W.5.C

6 **Use technology, including digital tools/platforms, to format, produce, and publish writing.** 8.W.6

a Link to and cite sources with a standard format such as MLA or APA. 8.W.6.A

b Present relationships between ideas efficiently. 8.W.6.B

c Interact and collaborate with others. 8.W.6.C

d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting. 8.W.6.D

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.** 8.W.7

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

a Use search terms effectively. 8.W.8.A

b Assess the credibility and accuracy of each source. 8.W.8.B

c Quote or paraphrase the data and conclusions of others while avoiding plagiarism. 8.W.8.C

d Follow a standard format for citation. 8.W.8.D

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9 **Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.** 8.W.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 8.W.10

Speaking and Listening SL

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.** 8.SL.1

- 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 respond, probe, and reflect on ideas under discussion. 8.SL.1.A
- b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 8.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. 8.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. 8.SL.1.D
- e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion. 8.SL.1.E

2 **Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.** 8.SL.2

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.** 8.SL.3

4 **Present claims and findings appropriate to the purpose and audience.** 8.SL.4

- a Include relevant evidence, sound valid reasoning, and well-chosen details. 8.SL.4.A
- b Use appropriate eye contact, adequate volume, and clear pronunciation. 8.SL.4.B
- c Emphasize salient points in a focused, coherent manner. 8.SL.4.C

5 **Integrate relevant multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.** 8.SL.5

6 **Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)** 8.SL.6