Wisconsin English Language Arts

Grade 8

Adopted 2020

Reading

Key Ideas and Details

1. Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. R.8.1
2. Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. R.8.2
3. In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.
In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. R.8.3

Craft and Structure

4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. R.8.4
5. In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. R.8.5
6. In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone.
In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. R.8.6

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. R.8.7
8. Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. R.8.8
9. Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. R.8.9

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Wr ext Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.8.1
2. Write text in a variety of modes: W.8.2
    a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.2.A
    b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2.B
    c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. W.8.2.C
3. Create writing that utilizes: W.8.3
    a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. W.8.3.A
    b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. W.8.3.B
    c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. W.8.3.C

Production and Distribution of Writing

4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. W.8.4
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.5
6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.6

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quiry to Build and Present Knowledge

7. Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.7
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. W.8.9

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. SL.8.1
   a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. SL.8.1.A
   b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals. SL.8.1.B
   c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. SL.8.1.C
   d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented. SL.8.1.D
2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.2
3. Understand and evaluate 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

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. SL.8.4
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5

Language

Knowledge of Language

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1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.8.1

    a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. L.8.1.A

    b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). L.8.1.B

    c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.8.1.C

    d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. L.8.1.D

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate L.8.2

    a. 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.8.2.A

    b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. L.8.2.B

3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.3

    a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. L.8.3.A

    b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts. L.8.3.B

4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. L.8.4

Conventions of Standardized English

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5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.8.5
    a. Active and passive voice verbs. L.8.5.A
    b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs. L.8.5.B
    c. Recognizing and correcting shifts in verb voice and mood. L.8.5.C
6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.8.6
    a. Punctuation to recognize a pause or break. L.8.6.A
    b. Ellipsis to indicate an omission. L.8.6.B
    c. Correct spelling. L.8.6.C