

# Grade 8

# ELA

# Item Specifications



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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.



## Grade 8 English Language Arts

Reading Literary Text		8.RL.1.A
<b>1 A MLS</b>	<p><b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b></p> <p><b>Evidence/Inference</b></p> <p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>The student will make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>The student will cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.</p>		<b><u>Item Format</u></b>
		<b><u>Text Types</u></b>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Inferences must be based on text and not require prior knowledge of content.</p>		<p>It can be inferred from the phrase “[QUOTE]” that . . .</p> <p>Which piece of text evidence best supports the inference that . . . ?</p>

## Grade 8 English Language Arts

Reading Literary Text		8.RL.1.B
<b>1 B MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Word Meanings</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</p> <p>The student will determine the figurative meanings of words and phrases, using context, affixes, or reference materials.</p> <p>The student will determine the connotative meanings of words and phrases, using context, affixes, or reference materials.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>When assessing figurative meaning, items need to provide enough context so that students can comprehend the meaning of the words and phrases that comprise the figurative techniques and how they impact understanding of the text.</p>		<p>What is the intending meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]” within this passage?</p> <p>What is the meaning of the author’s use of the word <i>XX</i> in lines X-XX?</p> <p>The prefix <i>a-</i> means “not.” As it is used in the passage, the word <i>atypical</i> means . . . (Answer choices)</p>

## Grade 8 English Language Arts

Which phrase best expresses the meaning of the word *XX* as used in the sentence?

[DICTIONARY DEFINITION OF A WORD.]

Which definition best conveys the meaning of *XX* as it is used in the text?



## Grade 8 English Language Arts

Reading Literary Text		8.RL.1.C
<b>1 C MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Text Features</b> Interpret visual elements of a text and draw conclusions from them (when applicable).	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will interpret visual elements of a text.  The student will draw conclusions from visual elements of a text.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel excerpt, music lyrics, film/video scripts, visual art.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Visual elements in literary text include illustrations and animations.		How does the [VISUAL ELEMENT] develop the [LITERARY DEVICE]?  Based on [VISUAL ELEMENT], what conclusion can the reader draw about . . . ?

## Grade 8 English Language Arts

Reading Literary Text		8.RL.1.D
<b>1 D MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Summarize/Theme</b> Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will determine the theme(s) of a text.</p> <p>The student will analyze theme development over the course of a text.</p> <p>The student will provide an objective summary of a text.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> Which line from the text best develops or supports the theme of . . . ? Which statement describes a theme in . . . ? Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided. Read a summary about XX. Which detail from the text is important to add to this summary?

## Grade 8 English Language Arts

Read the following summaries about XX.  
Which summary is the most objective and concise?

Which theme is supported by the text?

Which pieces of text evidence best support the theme?

Complete the table by putting check marks in the appropriate boxes to match the theme to the textual information.

## Grade 8 English Language Arts

Reading Literary Text		8.RL.2.A
<b>2 A MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Structure</b> Analyze how an author’s choice concerning a text’s form or overall structure contributes to meaning.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will analyze how an author’s choice concerning a text’s form contributes to meaning.  The student will analyze how an author’s choice concerning a text’s overall structure contributes to meaning.		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> The author’s use of [EXAMPLE: FLASHBACK] helps the reader understand . . .  How does the structure of the text . . .  How does the use of [THIS TYPE OF STRUCTURE] impact the reader? (In a selected response the distractors will limit the possible choices for impact.)

## Grade 8 English Language Arts

How does the narrator's extended description of [CHARACTER] at this point in the text contribute to overall meaning?

The author includes the description of [BLANK] to . . .

## Grade 8 English Language Arts

Reading Literary Text		8.RL.2.B
<b>2 B MLS</b>	<p><b>Analyze Craft and Structure (Approaching Texts as a Writer)</b></p> <p><b>Point of View</b></p> <p>Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>Missouri testing precedent shows that the term <i>point of view</i> is used synonymously with the term <i>perspective</i>. In literary text, point of view/perspective is how the narrator perceives what is happening in the story.</p>		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
		<b><u>Sample Stems</u></b>
		<p>What might be lost/gained in the text if it were told from a different point of view?</p> <p>What is the impact of a text [COMPARING ONE POINT OF VIEW TO ANOTHER] . . . ?</p> <p>How does the author create dramatic irony by . . . ?</p>

## Grade 8 English Language Arts

Reading Literary Text		8.RL.2.C
<b>2 C MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Craft and Meaning</b> Analyze how specific word choices and sentence structures contribute to meaning and tone.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze how specific word choices contribute to meaning in a text.</p> <p>The student will analyze how specific word choices contribute to tone in a text.</p> <p>The student will analyze how sentence structures contribute to meaning in a text.</p> <p>The student will analyze how sentence structures contribute to tone in a text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Sentence structures include simple sentences, compound sentences, complex sentences, and compound-complex sentences.</p> <p>Text pieces/item should provide enough context for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</p>		<p>How does the repetition of [A WORD] contribute to the overall meaning of the text?</p> <p>In XX, how does the use of [SPECIFIC WORD CHOICE OR SENTENCE STRUCTURE FROM THE TEXT] impact the meaning and tone?</p> <p>How does the author’s word choice in paragraph 6 contribute to the tone?</p> <p>The tone is best revealed through . . .</p>

## Grade 8 English Language Arts

Reading Literary Text		8.RL.2.D
<b>2 D MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Interaction and Meaning</b> Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze how literary devices are used to develop setting in a text.</p> <p>The student will analyze how literary devices are used to reveal character in a text.</p> <p>The student will analyze how literary devices are used to advance the plot in a text.</p> <p>The student will analyze how literary devices are used to contribute to meaning in a text.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
When assessing literary devices, items need to provide enough context so that students can comprehend the literary devices and how they impact understanding of the text.		How do the characters' actions in the text advance the plot/develop the theme of . . . ?  How does the author's [USE OF LITERARY DEVICE] develop [SETTING, CHARACTERS, PLOT] in the text?



## Grade 8 English Language Arts

Reading Literary Text		8.RL.3.A
<b>3 A MLS</b>	<p><b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b></p> <p><b>Text in Forms</b></p> <p>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.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script.</p> <p>The student will analyze the extent to which a filmed or live production of a story or drama departs from the text or script.</p> <p>The student will evaluate the choices made by the director or actors.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced Classroom Assessment: Performance Event
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> Describe the extent to which the film stays faithful to or departs from the text.

## Grade 8 English Language Arts

Reading Literary Text		8.RL.3.B
<b>3 B MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Relationships in Texts</b> Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain how contemporary texts make use of archetypal characters from older or traditional texts.  The student will explain how contemporary texts make use of universal themes from older or traditional texts.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<b><u>Sample Stems</u></b> How does [CONTEMPORARY TEXT] draw upon the theme presented in [TRADITIONAL TEXT]?
<b><u>Content Limits/Assessment Boundaries</u></b>		

## Grade 8 English Language Arts

Reading Literary Text		8.RL.3.C
<b>3 C MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Historical Context</b> Explain how themes reflect historical and/or cultural contexts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain how themes reflect historical context in multiple texts.  The student will explain how themes reflect cultural context in multiple texts.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Basic information: historical and/or cultural contexts will need to be provided in footnotes in the stimulus material.		How does this theme reflect the time period?  How does this theme reflect the cultural context?

## Grade 8 English Language Arts

Reading Literary Text		8.RL.3.D
<b>3 D MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Comprehension</b> Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will read and comprehend literature from multiple texts, including stories, dramas, and poems, independently and proficiently.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<b><u>Sample Stems</u></b> N/A
<b><u>Content Limits/Assessment Boundaries</u></b>		
Grade-appropriate text pieces should be used when assessing this expectation.		

## Grade 8 English Language Arts

Reading Informational Text		8.RI.1.A
<b>1 A MLS</b>	<p><b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b></p> <p><b>Evidence/Inference</b></p> <p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>The student will make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>The student will cite textual evidence that most strongly supports what the text says explicitly as well as inferences drawn from the text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, infographics, historical speeches, interviews, political cartoons.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Inferences must be based on text and not require prior knowledge of content.</p>		<p>It can be inferred from the phrase “[QUOTE]” that . . .</p> <p>Which piece of text evidence best supports the inference that . . . ?</p>

## Grade 8 English Language Arts

Reading Informational Text		8.RI.1.B
<b>1 B MLS</b>	<p><b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b></p> <p><b>Word Meanings</b></p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will determine the meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</p> <p>The student will determine the figurative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</p> <p>The student will determine the connotative meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</p> <p>The student will determine the content-specific meanings of words and phrases as they are used in the text, using context, affixes, or reference materials.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>When assessing figurative meaning, items need to provide enough context so that students can comprehend the meaning of the words and phrases that comprise the figurative techniques and how they impact understanding of the text.</p>		<p>What is the intending meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”?</p> <p>What is the meaning of the author’s use of the word <i>XX</i> as used in lines X-XX?</p> <p>The prefix <i>a-</i> means “not.” As it is used in the passage, the word <i>atypical</i> means . . . (Answer choices)</p> <p>Which phrase/definition best expresses the meaning of the word <i>XX</i> as used in the sentence?</p>

## Grade 8 English Language Arts

[DICTIONARY DEFINITION OF A WORD.]  
Which definition best conveys the meaning of  
XX as it is used in the text?

## Grade 8 English Language Arts

Reading Informational Text		8.RI.1.C
<b>1 C MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Text Features</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will interpret visual elements of a text, including those from different media.</p> <p>The student will draw conclusions from the visual elements of the text, including those from different media.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> How does the [INSERT VISUAL ELEMENT] develop the central idea?  Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about . . . ?  According to the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary/unnecessary for . . . ?  Which information in the chart best supports the author’s statement that [QUOTE]?



## Grade 8 English Language Arts

Reading Informational Text		8.RI.1.D
<b>1 D MLS</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> <b>Summarize/Claim</b> Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain the central/main idea(s) of a text.  The student will analyze the central/main idea(s) development over the course of a text.  The student will provide an objective summary of the text.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> Which line from the text best develops or supports the central/main idea of . . . ? Which statement describes a central/main idea in . . . ?  Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.  Read a summary about XX. Which detail from the text is important to add to this summary?

## Grade 8 English Language Arts

	<p>Read the following summaries about XX. Which summary is the most objective and concise?</p> <p>Which central/main idea is supported by the text?</p> <p>Which pieces of text evidence best support the central/main idea?</p> <p>Complete the table by putting check marks in the appropriate boxes to match the textual evidence to the central/main idea.</p>
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## Grade 8 English Language Arts

Reading Informational Text		8.RI.2.A
<b>2 A MLS</b>	<p><b>Analyze Craft and Structure (Approaching Texts as a Writer)</b></p> <p><b>Structure</b></p> <p>Analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning.</p>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze how an author’s choice concerning a text’s organization contributes to meaning.</p> <p>The student will analyze how an author’s choice concerning a text’s overall structure contributes to meaning.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Any stimulus material should be limited to contain one overall text structure.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <p>The author’s use of [TYPE OF TEXT STRUCTURE] helps the reader understand . . .</p> <p>How does the structure of the text . . . ?</p> <p>How does the use of [THIS TYPE OF STRUCTURE] impact the reader?</p> <p>How does the author’s choice of overall structure contribute to meaning?</p>

## Grade 8 English Language Arts

Reading Informational Text		8.RI.2.B
<b>2 B MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Point of View</b> Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze how the author acknowledges conflicting evidence in a text.</p> <p>The student will analyze how the author acknowledges conflicting points of view (perspective) in a text.</p> <p>The student will analyze how the author responds to conflicting evidence in a text.</p> <p>The student will analyze how the author responds to conflicting points of view (perspective) in a text.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Stimulus materials must feature the author explicitly identifying his/her own conflicting evidence/points of view.</p> <p>Missouri testing precedent shows that the term <i>point of view</i> is used synonymously with the term <i>perspective</i>.</p>		How does the author recognize conflicting evidence in the text?

## Grade 8 English Language Arts

Reading Informational Text		8.RI.2.C
<b>2 C MLS</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> <b>Craft and Meaning</b> Analyze how word choice and sentence structure contribute to meaning and tone.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze how specific word choices contribute to meaning in a text.</p> <p>The student will analyze how specific word choices contribute to tone in a text.</p> <p>The student will analyze how sentence structures contribute to meaning in a text.</p> <p>The student will analyze how sentence structures contribute to tone in a text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Sentence structures include simple sentences, compound sentences, complex sentences, and compound-complex sentences.</p> <p>Stimulus material should provide enough context for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</p>		<p>How does the repetition of [A WORD] contribute to the overall meaning of the text?</p> <p>In XX, how does the use of [SPECIFIC WORD CHOICE OR SENTENCE STRUCTURE FROM THE TEXT] impact the meaning and tone?</p> <p>How does the author’s word choice in paragraph 6 contribute to the tone?</p> <p>The tone is best revealed through . . .</p> <p>How does the author’s sentence structure contribute to tone?</p>

## Grade 8 English Language Arts

Reading Informational Text		8.RI.2.D
<b>2 D MLS</b>	<p><b>Analyze Craft and Structure (Approaching Texts as a Writer)</b></p> <p><b>Argument/Evidence</b></p> <p>Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will evaluate an author’s argument by assessing whether the reasoning is sound in a text.</p> <p>The student will evaluate an author’s argument by assessing whether the evidence is relevant and sufficient in a text.</p> <p>The student will recognize when irrelevant evidence is introduced in a text.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<p>Stimulus material should provide enough context for students to comprehend the meaning, function, and/or purpose of the specific word choices and how this impacts understanding of the text.</p>		<b><u>Sample Stems</u></b> Which statement includes unimportant evidence?  Which statement would best support the author’s argument?  Which statement provides relevant evidence to support the author’s argument?

## Grade 8 English Language Arts

Reading Informational Text		8.RI.3.A
<b>3 A MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Texts/Forms</b> Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will compare and contrast information presented in different mediums.  The student will analyze how the techniques unique to each medium contribute to meaning.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> How do the different media formats of XX influence how the [TOPIC] is portrayed . . . ?  How does the media format of XX impact the reader’s understanding of . . . ?  How does each media format contribute to meaning? [Medium 1] does . . . while [Medium 2] does . . .

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Reading Informational Text		8.RI.3.B
<b>3 B MLS</b>	<p><b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b></p> <p><b>Relationships/ Texts</b></p> <p>Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze two or more texts that provide conflicting information on the same topic.</p> <p>The student will identify where two or more texts disagree on a matter of fact or interpretation.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>For assessment, students should not analyze more than two texts.</p>		<p>What do the two texts reveal about [IDEA/TOPIC]?</p> <ol style="list-style-type: none"> <li>a. Both A and B do . . .</li> <li>b. Both A and B do . . .</li> <li>c. Text A does this; Text B does this</li> <li>d. Text A does this; Text B does this</li> </ol> <p>The texts provide conflicting information on the topic of [XX]. Identify where the texts disagree.</p>



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Reading Informational Text		8.RI.3.C
<b>3 C MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Historical Context</b> Explain how the central ideas of text reflect historical and/or cultural contexts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will explain how the central ideas of multiple texts reflect historical contexts.  The student will explain how the central ideas of multiple texts reflect cultural contexts.		<b><u>Item Format</u></b> Selected Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative.  Text complexity will increase both qualitatively and quantitatively through the grade levels.
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Basic information regarding historical and/or cultural context will need to be provided in the footnotes in the stimulus material.		How does the central idea of the text reflect the time period?  What does the central idea of the text reveal about [HISTORICAL TIME PERIOD]?

## Grade 8 English Language Arts

Reading Informational Text		8.RI.3.D
<b>3 D MLS</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> <b>Comprehension</b> Read and comprehend informational text independently and proficiently.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will read and comprehend informational text independently and proficiently.		<u><b>Item Format</b></u> Selected Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>  N/A
<u><b>Content Limits/Assessment Boundaries</b></u>		
Grade-level-appropriate text pieces should be used when assessing this expectation.		

## Grade 8 English Language Arts

Writing		8.W.1.A
<b>1 A MLS</b>	<p><b>Approaching the Task as a Researcher</b></p> <p><b>Research</b></p> <p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will conduct research to answer a question, including a self-generated question.</p> <p>The student will gather relevant print and digital sources.</p> <p>The student will gather credible print and digital sources.</p> <p>The student will integrate information using a standard citation system.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Items should not assess a specific standard citation system.</p>		<p>A student is writing an argumentative report about [TOPIC]. She found sources for her report. Read the sources and answer the questions that follow. Which of the sources would provide the most relevant/credible information?</p> <p>A student is writing a report about [TOPIC]. He found sources for his report. Read the sources below and the directions that follow. The student wrote down some claims to use in his report. Look at the claims on the table. Determine whether the information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.</p>

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A student has written the following overly broad paragraph. [OVERLY BROAD IN FOCUS PARAGRAPH.] Which research question would help to narrow the topic appropriately?

A student is trying to prove the claim that [FOUR-DAY SCHOOL WEEKS BENEFIT STUDENT ACHIEVEMENT]. Which of the following research questions would help her achieve that purpose?

A student is conducting research on [THE BENEFITS OF TWO NUTRITIONAL PLANS]. Which of the following research questions would best guide the student's research?

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Writing		8.W.1.A
<b>1 A MLS</b>	<b>Approaching the Task as a Researcher</b> <b>Research</b> 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.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will gather relevant information from multiple print and digital sources.</p> <p>The student will use search terms effectively.</p> <p>The student will assess the credibility of multiple print and digital sources.</p> <p>The student will assess the accuracy of multiple print and digital sources.</p> <p>The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>The student will follow a standard format for citation.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Application of these techniques should increase qualitatively and quantitatively through the grade levels.		A student is writing a persuasive speech for his speech class about [TOPIC]. Read the paragraphs from the student's draft and complete the task that follows. Select two credible sources that would most likely give the student more information for his speech.  [IN A PERFORMANCE EVENT STUDENTS ARE ASKED TO DO RESEARCH WRITING BASED ON MULTIPLE SOURCES. THROUGH THIS

## Grade 8 English Language Arts

WRITING PROMPT WE WILL MEASURE A STUDENT'S ABILITY TO INTEGRATE INFORMATION FROM SOURCES AND AVOID PLAGIARISM BY DEVELOPING AND FOLLOWING A CONSISTENT FORM OF CITATION.]

A student is writing an informative essay about [TOPIC]. Read the excerpt below and then answer the question that follows. After which sentence would the quotation from Source A best be added into the student's draft to support her point?

Read the paragraph below from Source A. [INSERT EXAMPLE.] Click or highlight the sentences from Source A that best support the writer's claim that . . .

## Grade 8 English Language Arts

Writing		8.W.2.A.a
<b>2 A MLS a</b>	<b>Approaching the Task as a Writer Development</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will follow a writing process to develop narratives, including poems.</p> <p>The student will produce clear and coherent narrative writing with development, organization, style, and voice.</p> <p>The student will produce narrative writing appropriate to the task, purpose, and audience.</p> <p>The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.</p> <p>The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p>		<b><u>Item Format</u></b>  Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Students should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels.		The student follows a writing process to compose a text.

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<b>Writing</b>		<b>8.W.2.A.b</b>
<b>2 A MLS b</b>	<p><b>Approaching the Task as a Writer</b></p> <p><b>Development</b></p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will follow a writing process to develop expository writing.</p> <p>The student will produce clear and coherent informative/explanatory writing with appropriate development, organization, style, and voice.</p> <p>The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.</p> <p>The student will develop informative/explanatory writing with expository techniques.</p> <p>The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p> <p>The student will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.</p>		3
		<b><u>Item Format</u></b>
		Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The application of expository writing techniques should increase qualitatively and quantitatively through the grade levels.</p> <p>Item types must contain all needed information in order to evaluate the expository prompt; no prior knowledge of the expository topic should be necessary.</p>		<p>The student follows a writing process to compose a text.</p>



## Grade 8 English Language Arts

<b>Writing</b>		<b>8.W.2.A.c</b>
<b>2 A MLS c</b>	<p><b>Approaching the Task as a Writer</b></p> <p><b>Development</b></p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will follow a writing process to develop argumentative writing.</p> <p>The student will produce clear and coherent argumentative writing with appropriate development, organization, style, and voice.</p> <p>The student will produce argumentative writing appropriate to the task, purpose, and audience.</p> <p>The student will develop writing using argumentative techniques.</p> <p>The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p> <p>The student will acknowledge counterclaims.</p> <p>The student will establish relationships among claims, counterclaims, and supporting evidence.</p>		3
		<b><u>Item Format</u></b>
		Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The application of argumentative writing techniques should increase qualitatively and quantitatively through the grade levels.</p>		<p>The student follows a writing process to compose a text.</p>

## Grade 8 English Language Arts

<b>Writing</b>		<b>8.W.3.A.a</b>
<b>3 A MLS a</b>	<p><b>Approaching the Task as a Reader</b></p> <p><b>Revise and Edit</b></p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer’s purpose.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will review, revise, and edit writing with consideration for task, purpose, and audience of a text.</p> <p>The student will organize content by introducing the topic.</p> <p>The student will organize content by maintaining a clear focus.</p> <p>The student will organize content by providing a conclusion that follows from the text.</p> <p>The student will add or delete content to achieve the text’s purpose.</p> <p>The student will change organization to achieve the text’s purpose.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced Writing Prompt
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>The application of these writing techniques should increase qualitatively and quantitatively through the grade levels.</p> <p>Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).</p>		<b><u>Sample Stems</u></b> A student is writing a report for [TOPIC]. Read the draft of the report and complete the task that follows. Write a conclusion that follows logically from the information in the essay.  The student has written a draft about [TOPIC]. Read the draft. Which option below would be the best introductory sentence?  [THREE- TO FIVE-PARAGRAPH STIMULUS WITH THE PARAGRAPHS NUMBERED.] Which arrangement creates the most logical order?

## Grade 8 English Language Arts

Writing		8.W.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Approaching the Task as a Reader</b></p> <p><b>Revise and Edit</b></p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</p> <p>The student will choose precise language appropriate for the style, task, and audience of a text.</p> <p>The student will make syntactical choices appropriate for the style, task, and audience of a text.</p>		<u><b>Item Format</b></u> Selected Response Technology Enhanced Writing Prompt
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>The use of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.</p>		<p>A student is writing a narrative for a creative-writing class assignment. Read an excerpt from the draft and answer the question that follows. [STUDENT TEXT.] Which revision to the underlined sentence uses the most precise language?</p> <p>A student is writing an explanatory essay about [TOPIC]. Read the draft and the directions that follow. [STUDENT TEXT.] The student wants to revise the underlined sentences to elaborate on the problem in a way that is consistent with the overall tone and style.</p> <p><b>Part A:</b> Which is the best revision for the following sentence (in regard to the first underlined sentence)?</p>

## Grade 8 English Language Arts

**Part B:** Which is the best revision for the following sentence (in regard to the second underlined sentence)?

Read the paragraphs from a student's draft. [DRAFT EXAMPLE.] What are more concrete or specific words to replace the two underlined words?

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<b>Writing</b>		<b>8.W.3.A.c</b>
<b>3</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Approaching the Task as a Reader</b></p> <p><b>Revise and Edit</b></p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</p> <p>The student will demonstrate a command of the conventions of standard English grammar in a text.</p> <p>The student will demonstrate a command of the conventions of standard English usage in a text.</p> <p>The student will demonstrate a command of spelling in a text.</p> <p>The student will demonstrate a command of punctuation in a text.</p>		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
		<b><u>Sample Stems</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		
<p>The application of the effective use of the conventions of standard English and usage should increase qualitatively and quantitatively through the grade levels.</p> <p>On a large-scale assessment, this expectation can only be assessed only through a writing prompt.</p>		

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Writing		8.W.3.A.d
<b>3 A MLS d</b>	<b>Approaching the Task as a Reader</b> <b>Revise and Edit</b> Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</p> <p>The student will use a variety of appropriate transitions to clarify relationships in a text.</p> <p>The student will use a variety of appropriate transitions to connect ideas and claims in a text.</p> <p>The student will use a variety of appropriate transitions to signal time shifts in a text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Writing complexity, including the application of transitions, will increase qualitatively and quantitatively through the grade levels.		<p>A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the transition sentence that would improve the transitions between the first and second paragraph.</p> <p>Read these sentences from the essay. [SENTENCES.] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence?</p>

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<b>Writing</b>		<b>8.W.3.A.e</b>
<b>3 A MLS e</b>	<p><b>Approaching the Task as a Reader</b></p> <p><b>Revise and Edit</b></p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience of a text.</p> <p>The student will use technology, including the Internet, to develop a text.</p> <p>The student will use technology, including the Internet, to produce and publish writing.</p> <p>The student will use technology, including the Internet, to present the relationships between information and ideas efficiently in a text.</p> <p>The student will use technology, including the Internet, to interact and collaborate with others to develop a text.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced Writing Prompt
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>Writing complexity should increase qualitatively and quantitatively through the grade levels.</p> <p>Using technology, including the Internet, to interact and collaborate with others will be locally assessed.</p>		<b><u>Sample Stems</u></b>

# Grade 8 English Language Arts

Speaking and Listening		8.SL.1.A
<b>1 A MLS</b>	<b>Collaborating Conversations</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> <b>2</b>
The student will follow rules for collegial discussions and decision making while collaborating.  The student will track progress toward specific goals and deadlines while collaborating.  The student will define individual roles as needed while collaborating.		<u><b>Item Format</b></u> Classroom Assessment: Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Locally assessed		



## Grade 8 English Language Arts

Speaking and Listening		8.SL.1.B
<b>1 B MLS</b>	<p><b>Collaborating</b></p> <p><b>Questioning</b></p> <p>Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will delineate a speaker’s argument and claims.</p> <p>The student will evaluate reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers.</p> <p>The student will respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>		<b><u>Item Format</u></b> Selected Response Technology Enhanced Classroom Assessment: Performance Event
		<b><u>Text Types</u></b> Media, audio, and/or audio/visual clips
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Collaboration component needs to be locally assessed.</p> <p>This has to be assessed with media/audio component; otherwise it becomes a reading assessment item.</p> <p>This expectation can only be partially assessed within a state assessment: The students will delineate a speaker’s argument and claims.</p>		<p>What is one claim the speaker makes in the presentation?</p> <p>The first claim the speaker delineates is . . . ?</p> <p>Which ideas are supported in the passage (can be technology enhanced)?</p> <p>Which main idea is best supported by the passage?</p> <p>Which statement from the presentation describes . . . ?</p>

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Speaking and Listening		8.SL.1.C
<b>1</b> <b>C</b> <b>MLS</b>	<b>Collaborating</b> <b>Viewpoints of others</b> Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will acknowledge the new information and viewpoints of others, including those presented in diverse media.</p> <p>The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u> Media, audio, and/or audio/visual clips
<p>Collaboration component needs to be locally assessed.</p> <p>This expectation has to be assessed with a media/audio component; otherwise it becomes a reading assessment item.</p>		<u><b>Sample Stems</b></u>

## Grade 8 English Language Arts

Speaking and Listening		8.SL.2.A
<b>2 A MLS</b>	<p><b>Presenting</b></p> <p><b>Verbal Delivery</b></p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will speak audibly and to the point when presenting.</p> <p>Students will use conventions of language as appropriate to task, purpose, and audience when presenting.</p> <p>The student will use appropriate volume, clear articulation, and accurate pronunciation, at an understandable pace, when presenting.</p>		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Locally assessed</p> <p>This expectation is best assessed in conjunction with another English Language Arts reading or writing expectation.</p>		

## Grade 8 English Language Arts

Speaking and Listening		8.SL.2.B
<b>2</b> <b>B</b> <b>MLS</b>	<b>Presenting</b> <b>Nonverbal</b> Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will make consistent eye contact with a range of listeners when speaking.  The student will use effective gestures to communicate a clear viewpoint and engage listeners.		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
This expectation is best assessed in conjunction with another English Language Arts reading or writing expectation.		

## Grade 8 English Language Arts

Speaking and Listening		8.SL.2.C
<b>2</b> <b>C</b> <b>MLS</b>	<b>Presenting</b> <b>Multimedia</b> Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 4
The student will plan and deliver appropriate presentations based on the task, audience, and purpose.  The student will integrate multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Locally assessed This expectation is best assessed in conjunction with another English Language Arts reading or writing expectation.		