

English Language Arts Common Core Standards

Grade 8

Reading Standards for Literature

- RL8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; including its relationship to the characters, setting, and plot; provide an objective summary of the text.**
- RL8.3 Analyze how particular elements of a story or drama propel the action, reveal aspects of a character, or provoke a decision.**
- RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
- RL8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to the meaning and style.**
- RL8.6 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.**
- RL8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**
- RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.**
- RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.**

Reading Literature Learning Targets

- 8.1 I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine the quality of the evidence used to support what the text says.
- 8.2 I can identify the theme in a text. I can explain how characters, setting, and plot interact to support and develop a theme. I can summarize text.
- 8.3 I can explain how what a character says or does moves the plot of the story forward or reveals more about the character. I can explain how elements of a story work together.
- 8.4 I can identify several types of figurative language in text. I can identify the connotative certain words in a text. I can identify how specific word choices influence the meaning of a text. I can identify how specific word choices influence the meaning and tone of a text. I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- 8.5 I can compare and contrast two or more different texts. I can explain how the texts' structural differences contribute to their meaning. I can explain how the texts' structural differences contribute to their style.
- 8.6 I can identify the point of view of the characters or narrator(s) in a text. I can tell the difference between the character's point of view and the audience's or reader's point of view. I can analyze how differences in the character's point of view and the reader's point of view create suspense or humor.
- 8.7 I can explain how a film or live production of a story or drama is similar or different from the original text. I can evaluate how the director's choices to stay with or make changes to the script impacts the story.
- 8.9 I can analyze a piece of fiction and connect its themes, events, or characters to a traditional or religious piece of writing. I can analyze how a traditional or religious piece of writing is transformed into a modern work.
- 8.10 I can read and understand complex text independently and proficiently.

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Reading Standards for Information Text

- RI8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas provide an objective summary of the text.
- RI8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.)
- RI8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
- RI8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges responds to conflicting evidence or viewpoints.
- RI8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI8.9** 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.
- RI8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading for Information Learning Targets

- 8.1 I can identify the difference between what the author states directly and what he/she implies in the text. I can supply textual evidence to support what the author states directly and what he/she implies.
- 8.2 I can find more a central idea in a text. I can explain how supporting ideas develop the central idea. I can summarize a text.
- 8.3 I can explain how a film or live production of a story or drama is similar or different from the original text. I can evaluate how the director's choices to stay with or make changes to the script impacts the story.
- 8.4 I can identify figurative language in an informational text. I can identify connotative meanings of specific words in an informational text.
- 8.5 I can break a paragraph into sentences and identify their functions within that paragraph. I can explain how the sentences support the paragraph's key point.
- 8.6 I can identify an author's point of view or purpose in a text. I can identify and explain how the author acknowledges and responds to others' opinions.
- 8.7 I can identify several different ways to present information on a topic. I can evaluate the advantages and disadvantages of presenting information in various formats.
- 8.8 I can outline and explain specific claims and supportive evidence in an argument. I can determine whether or not the reasons linking the evidence to the claim are logical. I can determine whether or not here is enough relevant evidence to support the claim. I can determine if unnecessary evidence is introduced.
- 8.9 I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations.
- 8.10 I can read and comprehend complex literary nonfiction independently and proficiently.

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Writing Standards

W8.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. I can read and comprehend complex literary nonfiction independently and proficiently.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. a. Introduce a topic clearly, previewing what is to follow; organize idea, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Learning Targets

8.1 I can write a claim and support it with reasons and evidence.

- a. I can write a claim(s) and recognize opposing views to my claim(s). I can logically organize reasons and evidence that support a claim(s).
- b. I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information.
- c. I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.
- d. I can use formal words and language to write about an issue or topic.
- e. I can end my writing with a concluding statement that backs up the claim(s) in my argument.

8.2 I can write an introduction that presents a topic clearly and previews what is to follow.

- a. I can organize my paper using a clear introduction. I can organize and categorize my information. I can use headings, charts, tables, etc. to add clarification to my paper.
- b. I can support my topic using facts, definitions, details, and examples.
- c. I can use a variety of appropriate transitions to show connections between ideas and concepts.
- d. I can use precise language and vocabulary specific to my topic.
- e. I can write a formal paper.
- f. I can write a conclusion that supports the information presented in my paper.

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Writing Standards

W8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. **Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**
- b. **Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.**
- c. **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**
- d. **Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**
- e. **Provide a conclusion that follows from and reflects on the narrated experiences or events.**

W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

W8.5 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. (Editing and conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

W8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Learning Targets

8.3 I can write a logical, detailed narrative about real or imagined events or experiences.

- a. I can hook the reader by introducing ideas, point of view, a narrator and/or characters. I can organize events in a natural, logical order.
- b. I can write a narrative using techniques such as dialogue, pacing, and description. I can use these narrative techniques to develop events, and/or characters.
- c. I can use transition words and phrases to show order of events or changes in setting.
- d. I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.
- e. I can conclude my story by reflecting on experiences or events I shared.

8.4 I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.

8.5 I can develop and strengthen my writing by planning, revising, editing, and rewriting. I can write to a specific audience. I can write for a specific purpose. I can improve my writing through feedback from other students or my teacher.

8.6 I can use technology to create and publish my writing. I can use technology to find information and link it to my writing. I can use technology to find information and cite it in my writing.

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Writing Standards

W8.7 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.

W8.8 Gather relevant information from multiple print and digital sources using search items 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.

W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how modern work or fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply grade 8 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Learning Targets

8.7 I can research several different resources to answer assigned questions or questions that I create. I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources.

8.8 I can search specific terms to gather relevant information from many print and digital sources. I can determine if a source is believable and uses correct information. I can quote and paraphrase information from sources without plagiarizing others' words and ideas. I can correctly cite by sources in the text or at the end of my paper.

8.9 I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.

- a. Refer to “Student Learning Targets” for the Grade 8 Reading Literature Standards.
- b. Refer to “Student Learning Targets” for the Grade 8 Reading Information Standards.

8.10 I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences within a particular content area.

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Speaking and Listening Standards

SL8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. **Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issues to probe and reflect on ideas under discussion.**
- b. **Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.**
- c. **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**
- d. **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

SL8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic; text, or issue under study.

SL8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Speaking and Listening Learning Targets

8.1 I can communicate and respond to ideas about a variety of topics during discussions.

a. I can bring materials that I have read and researched to discussions. I can share supporting evidence from my research during discussions.

b. I can follow group rules to meet specific goals during a discussion.

c. I can ask questions to link others' ideas and answer questions with relevant information.

d. I can consider others' viewpoints, but continue to support my view with evidence.

8.2 I can determine a purpose behind information presented visually, orally, or in numbers.

8.3 I can outline specific claims and link them to a speaker's argument. I can evaluate whether or not the speaker's reasons support the claims in the argument. I can determine whether or not there is enough relevant evidence to support the argument. I can recognize evidence that does not relate to the argument.

8.4 I can give a presentation that makes claims and uses relevant evidence, reasons, and details.

8.5 I can give a presentation using interesting multimedia and visual displays to strengthen my claims and evidence.

8.6 I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.

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Language Standards

L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

L8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. 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).

L8.4 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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

Language Learning Targets

8.1 I can use language correctly when writing or speaking.

- a. I can define verbals and explain how they work in sentences.
- b. I can explain the difference between active and passive verbs and use them in sentences.
- c. I can use verbs in the following forms; indicative, imperative, interrogative, conditional, and subjunctive.
- d. I can recognize misused verb forms and correct them.

8.2 I can use correct capitalization, punctuation, and spelling in my writing.

- a. I can use correct punctuation to indicate a pause or break in a sentence.
- b. I can use an ellipsis to indicate omitted words or phrases.
- c. I can correct misspelled words in my writing.

8.3 I can demonstrate how language should sound when it is spoken, written, and read.

- a. I can use active and passive voice in my writing.

8.4 I can use a variety of strategies to determine what a word or phrase means.

- a. I can determine the meaning of a word through context clues or by the way it is used in a sentence.
- b. I can determine the meaning of a word through my knowledge of Greek or Latin word parts.
- c. I can use reference materials to find the pronunciation and meaning of unfamiliar words.

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Language Standards

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

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

L8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Language Learning Targets

d. I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.

8.5 I can identify examples of figurative language. I can recognize how words relate to each other. I can recognize the slight differences in word meanings based on how they are used.

a. I can identify figures of speech like verbal irony and puns and explain their intended meanings.

b. I can clarify a word through examining other words and ideas that are similar or opposite.

c. I can explain the difference between the literal meaning of a word and the positive or negative association.

8.6 I can explain what general academic words are and use them in my writing.