GRADE 8

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 6-8	RL.1	Read closely to comprehend text a) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b) Cite the textual evidence that most strongly supports inferences drawn from the text. c) Provide an objective summary.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.3	Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision.	dialogue, incident
	RL.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. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm).	connotation, figurative meaning, analogy, allusion
Reading Standards for Informational/Nonfiction Text 6-8	RI.1	Read closely to comprehend text. a) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b) Cite the textual evidence that most strongly supports inferences drawn from the text. c) Provide an objective summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	central idea
	RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	point of view, conflicting evidence, viewpoints
	RI.8	Trace 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.	trace, evaluate, claim, reasons, evidence, sound/valid, relevant, sufficient

Writing Standards 6-8	W.1	Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. a) Introduce claim(s), address and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. 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 as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal writing style. e) Provide a concluding statement or section that follows from and supports the argument presented.	argument, claim/thesis statement, relevant evidence, reasoning, credible source, concluding statement, transitions, counterclaim
	W.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) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied words, phrases, and clauses as 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 writing style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	informative, explanatory, introduction, conclusion, concrete details, examples, quotations
	W.8	Gather relevant information from multiple print and digital sources. a) Use search terms effectively. b) Assess the credibility and accuracy of each source. c) Quote or paraphrase the information and conclusions of others. d) Avoid plagiarism. e) Follow a standard format for citation.	relevant information, digital sources, print sources, search terms, credibility, accuracy, plagiarism, citation, quote, paraphrase, citation

Speaking and Listening Standards 6-8	SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b) Follow rules for collaborative discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and elicit elaboration, 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 and understanding in light of the evidence presented.	collaborative discussions
	SL.4	Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	eye contact, volume, pronunciation

	L.1	Within the context of authentic English writing and speaking…	simple sentence, compound sentence, gerunds, participles, infinitives, active voice, passive voice, adjective order, adverb, coordinating conjunction, subordinating conjunction

Language Standards 6-8		Introduce:
		  a) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		  b) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
		Practice:
		  c) Ensure pronoun-antecedent agreement.
		  d) Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
		  e) Explain the function of phrases and clauses in general and their function in specific sentences.
		  f) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		  g) Recognize and correct inappropriate shifts in verb tense.
		  h) Ensure that pronouns are in the proper case (subjective, objective, possessive).
		  i) Recognize and correct inappropriate shifts in pronoun number and person.
		  j) Resolve issues of complex or contested usage, consulting reliable references as needed.
		Demonstrate proficiency in:
		  k) Rearrange complete simple and compound sentences of a variety of lengths.
		  l) Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
		  m) Form and use verbs in the active and passive voice
		  n) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
		  o) Explain the function of an adverb.
		  p) Explain the function of coordinating conjunction
		  q) Use coordinating and subordinating conjunctions	

	L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Introduce:
		   a) Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements
		   b) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		   c) Use a colon to introduce a list or quotation.
		Practice:
		   d) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Display proficiency in:
		   e) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
			commas, coordinate adjectives

	L.4	Determine or clarify the meaning of unknown and multiple meaning words or 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.
			context, Greek or Latin affixes