

Grade 8
Reading Literature

Standard	7 th Grade	8 th Grade
RL 1	Provides citation of several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides textual evidence that most strongly supports analysis of what the text says explicitly and/or inferences drawn from the text.
RL 2	Provides a statement of a theme or central idea of a text. Provides an analysis of the development of the theme or central idea over the course of the text. Provides an objective summary of the text.	Provides a statement of a theme or central idea of a text, based on textual evidence . Provides an analysis of the development of the theme or central idea over the course of the text. Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. Provides an objective summary of a text.
RL 3	Provides an analysis of how particular elements of a story or drama interact.	Provides an analysis of how particular lines of dialogue or incidents in a story or drama propel the action. Provides an analysis of how particular lines of dialogue or incidents in a story or drama provoke a decision. Provides an analysis of how particular lines of dialogue or incidents in a story or drama reveal aspects of a

		character.
RL 4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts.
RL 5	Provides an analysis of how a drama's or poem's form or structure contributes to meaning.	Provides a comparison and contrast of the structure of two or more texts. Provides an analysis of how the differing structure of each text contributes to its meaning and style.
RL 6	Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.	Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor.
RL 7	Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.	Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors.

<p>RL 9</p>	<p>Provides a comparison/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new.</p>
<p>RL 10</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, poems at grade level text-complexity or above, scaffolding as needed.</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, poems, the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Grade 8
Reading Information

Standard	Grade 7	Grade 8
RI 1	Provides several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides textual evidence and make relevant connections that most strongly supports analysis of what the text says explicitly and/or inferences drawn from the text.
RI 2	Provides a statement of central idea(s) of a text. Provides an analysis of the development of central idea(s) over the course of the text. Provides an objective summary of a text.	Provides a statement of a central idea of a text. Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. Provides an objective summary of a text.
RI 3	Provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories). Provides an analysis of how a text makes connections among and distinctions between ideas (e.g., through comparisons, analogies, or categories). Provides an analysis of how a text makes connections among and distinctions between events (e.g., through comparisons, analogies, or categories).
RI 4	Demonstrates the ability to determine the meaning of	Demonstrates the ability to determine the meaning of

RST 4	<p>words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</p> <p>Demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<p>words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts.</p> <p>Demonstrates the ability to determine the symbols, key terms, and other domain-specific words and phrases that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
RI 5	<p>Provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>Provides a detailed analysis of the structure the author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
RI 6	<p>Provides an analysis of how the author distinguishes his or her position from that of others.</p>	<p>Provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints.</p>

<p>RI 7</p> <p>RST 7</p>	<p>Provides a comparison and contrast of a text to an audio, video, or multimedia version of the text.</p> <p>Provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>Demonstrates an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Provides an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<p>RI 8</p>	<p>Demonstrates the ability to trace an argument and specific claims in a text.</p> <p>Provides an evaluation of whether the reasoning is sound in an argument.</p> <p>Provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</p>	<p>Provides a delineation of the argument and specific claims in a text.</p> <p>Provides an assessment of whether the reasoning of the argument is sound.</p> <p>Demonstrates recognition of when irrelevant evidence is introduced.</p>

RI 9	Provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	Provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI 10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 8
Language

Standard	Grade 7	Grade 8
L.3	Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading and listening.	Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
L.4	<p>Demonstrates the ability to 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.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Demonstrates the ability to 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.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>
L.5	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>
L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and

phrases.	phrases.
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Grade 8 Writing		
Standard	Grade 7	Grade 8
W.1-10	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Introduce a topic; organize ideas, concepts and information, using text structures (e.g., definition,</p>	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Introduce a topic; organize ideas, concepts and information, using text structures (e.g., definition,</p>

classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. Establish and maintain a formal/academic style, approach and form.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

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The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. Establish and maintain a formal/academic style, approach and form.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

Language

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L.4	<p>Demonstrates the ability to 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.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Demonstrates the ability to 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.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>
L.5	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>
L.6	<p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.</p>	<p>Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.</p>

Writing History, Science and Technical Subjects
(6-8)

Standard	Grade 7	Grade 8
6-8	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
6-8	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and</p>	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and</p>

	<p>multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen 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.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>	<p>multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen 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.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>
6-8	<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>
6-8	<p>WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-</p>	<p>WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-</p>

	correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections; citations; analysis of modern work;
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation; advantages and disadvantages of using different mediums; integration of technical information
Interdisciplinary Connections	Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information; understanding of how authors alter history; Science- scientific concepts or steps in technical procedures in a text; use of secondary source; theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts; Latin- suffixes, affixes, roots Greek- affixes, roots
Core Instructional and Supplemental Materials	Core Instruction: Collections Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled novels; ELL series workbook; dictionary; small group instruction Special Education: leveled novels; small group instruction G&T: enrichment activities; small group instruction; leveled novels