Learning Progressions

GRADE
8

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

North Carolina Department of
PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

The above State Board of Education information is a record of the board members at the time of this document's approval for publication.
For the current list of State Board Members, Vision and Mission Statements, go to https://www.dpi.nc.gov/about-dpi/state-board-education.

NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

Visit us on the Web: www.dpi.nc.gov

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:
- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 8

STANDARD
RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.1 proficiency with below grade-level texts ❏ Cite several pieces of textual evidence to support an analysis of what the text says explicitly ❏ Cite several pieces of textual evidence to support inferences	❏ Evaluate the strength of textual evidence ❏ Evaluate the weakness of textual evidence	❏ Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly ❏ Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RL.8.1 with grade-level texts, with increasing independence	❏ Cite thorough textual evidence to support an analysis of what a text says explicitly ❏ Cite thorough textual evidence to support inferences

STANDARD			
RL.8.2 Determine a theme 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.2 proficiency with below grade-level texts ❏ Determine a theme of a text ❏ Understand that an objective summary is based solely on the text ❏ Provide a summary of a text	❏ Provide a summary of a text free from personal opinion or judgment ❏ Analyze a theme's development over the course of a text	❏ Analyze the theme's development over the course of a grade-level, complex text ❏ Analyze a theme's relationship to the characters ❏ Analyze a theme's relationship to the setting ❏ Analyze a theme's relationship to the plot ❏ Provide an objective summary of a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RL.8.2 with grade-level texts, with increasing independence	❏ Analyze in detail the theme's development over the course of a complex text ❏ Identify how the theme emerges ❏ Identify how the theme is shaped by specific details

STANDARD			
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.3 proficiency with below grade-level texts ❏ Identify elements in a story or drama that contribute to its meaning ❏ Identify the interaction between elements in a story or drama	❏ Analyze specific interactions between elements in a story or drama	❏ Analyze how particular lines of dialogue in a story or drama propel the action within a text ❏ Analyze how particular incidents in a story or drama propel the action within a text ❏ Analyze how particular lines of dialogue in a story or drama reveal aspects of a character ❏ Analyze how particular incidents in a story or drama reveal aspects of a character ❏ Analyze how particular lines of dialogue in a story or drama provoke a decision ❏ Analyze how particular incidents in a story or drama provoke a decision ❏ Consistently demonstrate a comprehensive understanding of RL.8.3 with grade-level texts, with increasing independence	❏ Identify complex characters ❏ Analyze how complex characters develop over the course of a text ❏ Analyze how complex characters interact with other characters ❏ Analyze how complex characters advance the plot ❏ Analyze how complex characters develop the theme

5

STANDARD			
RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.4 proficiency with below grade-level texts ❏ Determine the meaning of words as they are used in a text ❏ Determine the meaning of phrases as they are used in a text	❏ Identify analogies in a text ❏ Identify allusions in a text ❏ Identify tone in a text	❏ Determine the meaning of words as they are used in a grade-level, complex text ❏ Determine the meaning of phrases as they are used in a grade-level, complex text ❏ Analyze the impact of specific word choices on meaning ❏ Analyze the impact of specific word choices on tone ❏ Analyze the impact of analogies on meaning ❏ Analyze the impact of analogies on tone ❏ Analyze the impact of allusions on meaning ❏ Analyze the impact of allusions on tone ❏ Consistently demonstrate a comprehensive understanding of RL.8.4 with grade-level texts, with increasing independence	❏ Analyze the cumulative impact of specific word choices on meaning ❏ Analyze the cumulative impact of specific word choices on tone

STANDARD
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.5 proficiency with below grade-level texts ❏ Identify the structure of a text ❏ Identify the form of a specific genre ❏ Identify an author's style in a specific text ❏ Identify styles that are specific to individual literary genres	❏ Analyze how a genre's form contributes to its meaning ❏ Analyze how a text's structure contributes to its meaning	❏ Compare the structure of two or more texts ❏ Contrast the structure of two or more texts ❏ Analyze how the differing structure of two or more texts contributes to their meanings ❏ Analyze how the differing structure of two or more texts contributes to their styles ❏ Consistently demonstrate a comprehensive understanding of RL.8.5 with grade-level texts, with increasing independence	❏ Analyze how an author's choices concerning how to structure a text create effects ❏ Analyze how an author's choices concerning how to order events within a text create effects ❏ Analyze how an author's choices concerning how to manipulate time create effects

7

STANDARD			
RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.6 proficiency with below grade-level texts ❏ Analyze how an author develops the perspectives of different characters ❏ Analyze how an author contrasts the perspectives of different characters	❏ Identify places where suspense is created in a text ❏ Identify places where humor is created in a text	❏ Analyze how differences in the perspectives of the characters and the audience or reader create suspense ❏ Analyze how differences in the perspectives of the characters and the audience or reader create humor ❏ Consistently demonstrate a comprehensive understanding of RL.8.6 with grade-level texts, with increasing independence	❏ Analyze the different effects that are created by the differing perspectives of the characters in a text

STANDARD			
RL.8.7 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.8.7 proficiency with below grade-level texts ❏ Compare a written text to its audio, multimedia or staged version ❏ Contrast a written text to its audio, multimedia, or staged version	❏ Analyze the techniques unique to an audio version of a text ❏ Analyze the techniques unique to a multimedia version of a text ❏ Analyze the techniques unique to a staged version of a text	❏ Analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script ❏ Analyze the extent to which a filmed or live production of a story or drama departs from the text or script ❏ Evaluate the choices made by the director or actors ❏ Consistently demonstrate a comprehensive understanding of RL.8.7 with grade-level texts, with increasing independence	❏ Analyze the representation of a subject in two different artistic mediums ❏ Analyze the representation of a key scene in two different artistic mediums ❏ Analyze what is emphasized in each treatment ❏ Analyze what is absent in each treatment

STANDARD
RL.8.8 Not applicable in literature.

STANDARD
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Compare a fictional portrayal of a time, place, or character with a historical account of the same period ❏ Contrast a fictional portrayal of a time, place, or character with a historical account of the same period	❏ Understand how authors of fiction use or alter history ❏ Identify the themes, patterns of events, or character types from myths, traditional stories, or religious works within grade-level, complex texts	❏ Analyze how a modern work of fiction draws on themes from myths, traditional stories, or religious works ❏ Analyze how a modern work of fiction draws on patterns of events from myths, traditional stories, or religious works ❏ Analyze how a modern work of fiction draws on character types from myths, traditional stories, or religious works ❏ Describe how the themes, patterns of events, or character types from myths, traditional stories, or religious works, are rendered new ❏ Consistently demonstrate a comprehensive understanding of RL.8.9 with grade-level texts, with increasing independence	❏ Analyze source material ❏ Analyze how an author adopts source material in a specific work ❏ Analyze how an author adapts source material in a specific work

STANDARD
RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❏ Independently read and understand literature at the low end of the 6-8 text complexity band ❏ Independently read and understand literature within the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band ❏ Connect experiences to literature at the low end of the 6-8 text complexity band	❏ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❏ Independently read and understand literature within the 6-8 text complexity band ❏ Independently read and understand literature within the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to literature within the 6-8 text complexity band ❏ Connect experiences to literature within the 6-8 text complexity band	**By the end of grade 8:** ❏ Read and understand literature at the high end of the 6-8 text complexity band proficiently ❏ Independently read and understand literature at the high end of the 6-8 text complexity band ❏ Independently read and understand literature at the high end of the 6-8 text complexity band independently for sustained periods of time ❏ Connect prior knowledge and experiences to literature at the high end of the 6-8 text complexity band ❏ Connect experiences to literature at the high end of the 6-8 text complexity band	❏ Read and understand increasingly complex literature ❏ Independently read and understand increasingly complex literature ❏ Connect prior knowledge to increasingly complex literature ❏ Connect experiences to increasingly complex literature

Reading Informational Text – Grade 8

STANDARD
RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.1 proficiency with below grade-level texts ❏ Cite several pieces of textual evidence to support an analysis of what a text says explicitly ❏ Cite several pieces of textual evidence to support inferences	❏ Evaluate the strength of textual evidence ❏ Evaluate the weakness of textual evidence	❏ Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly ❏ Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RI.8.1 with grade-level texts, with increasing independence	❏ Cite thorough textual evidence to support an analysis of what the text says explicitly ❏ Cite thorough textual evidence to support inferences

STANDARD			
RI.8.2 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.2 proficiency with below grade-level texts ❏ Determine a central idea of a text ❏ Analyze a central idea's development in a part of a text	❏ Understand that an objective summary is based solely on the text ❏ Provide an objective summary of a text	❏ Analyze the central idea's development over the course of the text ❏ Analyze a central idea's relationship to the key details ❏ Provide an objective summary of a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RI.8.2 with grade-level texts, with increasing independence	❏ Analyze the central idea's development in detail over the course of the text ❏ Analyze how the central idea emerges through specific details ❏ Analyze how the central idea is shaped through specific details ❏ Analyze how the central idea is refined through specific details ❏ Provide an objective summary of increasingly complex texts

STANDARD			
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.3 proficiency with below grade-level texts ❏ Identify the connections between individuals, ideas, or events in a text ❏ Identify the distinctions between individuals, ideas, or events in a text	❏ Analyze specific connections between individuals, ideas, or events in a text ❏ Analyze specific distinctions between individuals, ideas, or events in a text	❏ Analyze how a text makes connections among individuals, ideas, or events ❏ Analyze how a text makes distinctions between individuals, ideas, or events ❏ Consistently demonstrate a comprehensive understanding of RI.8.3 with grade-level texts, with increasing independence	❏ Analyze how the author unfolds an analysis or series of ideas or events ❏ Analyze the order in which the points are made ❏ Analyze how points are introduced ❏ Analyze how points are developed ❏ Analyze the connections that are drawn between points

STANDARD			
RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.4 proficiency with below grade-level texts ❏ Determine the meaning of words as they are used in a text ❏ Determine the meaning of phrases as they are used in a text	❏ Identify analogies in a text ❏ Identify allusions in a text ❏ Identify the tone of a text	❏ Determine the meaning of words as they are used in a grade 8 text ❏ Determine the meaning of phrases as they are used in a grade 8 text ❏ Analyze the impact of specific word choices on meaning ❏ Analyze the impact of specific word choices on tone ❏ Analyze the impact of analogies on meaning ❏ Analyze the impact of analogies on tone ❏ Analyze the impact of analogies on meaning ❏ Analyze the impact of analogies on tone ❏ Consistently demonstrate a comprehensive understanding of RI.8.4 with grade-level texts, with increasing independence	❏ Determine the meaning of words as they are used in increasingly complex texts ❏ Determine the meaning of phrases as they are used in increasingly complex texts ❏ Analyze the cumulative impact of specific word choices on meaning ❏ Analyze the cumulative impact of specific word choices on tone

STANDARD
RI.8.5 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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.5 proficiency with below grade-level texts ❏ Identify the key concepts of a grade-level, complex text ❏ Identify the structure of a specific paragraph in a text	❏ Determine sentences that develop a key concept of a text ❏ Determine sentences that refine a key concept in a text	❏ Analyze in detail the structure of a specific paragraph in a text ❏ Analyze the role of particular sentences in developing a key concept ❏ Analyze the role of particular sentences in refining a key concept ❏ Consistently demonstrate a comprehensive understanding of RI.8.5 with grade-level texts, with increasing independence	❏ Analyze how ideas or claims are developed by particular portions of a text ❏ Analyze how ideas or claims are refined by particular portions of a text

STANDARD			
RI.8.6 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.6 proficiency with below grade-level texts ❏ Determine an author's point of view in a text ❏ Determine an author's purpose in a text	❏ Identify how an author distinguishes his or her position from that of others	❏ Determine an author's point of view in a grade-level, complex text ❏ Determine an author's purpose in a grade-level, complex text ❏ Analyze how the author acknowledges conflicting evidence or viewpoints ❏ Analyze how the author responds to conflicting evidence or viewpoints ❏ Consistently demonstrate a comprehensive understanding of RI.8.6 with grade-level texts, with increasing independence	❏ Determine an author's point of view in increasingly complex texts ❏ Determine an author's purpose in increasingly complex texts ❏ Identify how an author uses rhetoric to advance his/her point of view or purpose ❏ Identify how an author uses rhetoric to advance his/her purpose

STANDARD			
RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❑ Demonstrate RI.8.7 proficiency with below grade-level texts
 	
❑ Identify the specific aspects of:
   ❑ A written text
   ❑ An audio version of a text
   ❑ A video version of a text
   ❑ A multimedia version of a text
	❑ Determine the strengths and weaknesses of different mediums to present a topic or idea	❑ Evaluate the advantages of using different mediums to present a particular topic or idea
		
		❑ Evaluate the disadvantages of using different mediums to present a particular topic or idea
		
		❑ Consistently demonstrate a comprehensive understanding of RI.8.7 with grade-level texts, with increasing independence
			❑ Analyze various accounts of a subject told in different mediums
			
			❑ Determine which details are emphasized in each account

STANDARD			
RI.8.8 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.8.8 proficiency with below grade-level texts ❏ Identify the main argument in a text ❏ Determine relevant claims in a text	❏ Trace an argument throughout a grade-level, complex text	❏ Delineate the argument and specific claims in a text ❏ Evaluate the argument and specific claims in a text ❏ Assess whether the reasoning is sound ❏ Assess whether evidence is relevant ❏ Assess whether evidence is sufficient ❏ Recognize when irrelevant evidence is introduced ❏ Consistently demonstrate a comprehensive understanding of RI.8.8 with grade-level texts, with increasing independence	❏ Delineate and evaluate the argument and specific claims in increasingly complex texts ❏ Assess whether the reasoning is valid ❏ Assess whether evidence is relevant ❏ Assess whether evidence is sufficient ❏ Identify false statements ❏ Identify fallacious reasoning

STANDARD			
RI.8.9 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate RI.8.9 proficiency with below grade-level texts ❑ Determine differing evidence within two texts on the same topic ❑ Determine differing interpretations of facts within two texts on the same topic	❑ Identify how two texts on the same topic emphasize different evidence ❑ Identify how two texts on the same topic advance different interpretations of facts	❑ Analyze a case in which two or more texts provide conflicting information on the same topic ❑ Identify where the texts disagree on matters of fact ❑ Identify where the texts disagree on matters of interpretation ❑ Consistently demonstrate a comprehensive understanding of RI.8.9 with grade-level texts, with increasing independence	❑ Analyze how two primary source documents address related themes ❑ Analyze how two primary source documents address related concepts

STANDARD

RI.8.10 By the end of grade 8, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Read and understand informational texts at the low end of the 6-8 text complexity band proficiently ❏ Independently read and understand informational texts at the low end of the 6-8 text complexity band ❏ Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band ❏ Connect experiences to informational texts at the low end of the 6-8 text complexity band	❏ Read and understand informational texts within the 6-8 text complexity band proficiently ❏ Independently read and understand informational texts within the 6-8 text complexity band ❏ Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band ❏ Connect experiences to informational texts within the 6-8 text complexity band	**By the end of grade 8:** ❏ Read and understand informational texts at the high end of the 6-8 text complexity band proficiently ❏ Read and understand informational texts at the high end of the 6-8 text complexity band independently ❏ Read and understand informational texts at the high end of the 6-8 text complexity band independently for sustained periods of time ❏ Connect prior knowledge and experiences to informational texts at the high end of the 6-8 text complexity band ❏ Connect experiences to informational texts at the high end of the 6-8 text complexity band	❏ Read and understand increasingly complex informational texts proficiently ❏ Independently read and understand increasingly complex informational texts ❏ Independently read and understand increasingly complex informational texts for sustained periods of time ❏ Connect prior knowledge and experiences to increasingly complex informational texts ❏ Connect experiences to increasingly complex informational texts

Writing – Grade 8

STANDARD

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

    d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

    e. Establish and maintain a formal style.

    f. Provide a concluding statement or section that follows from and supports the argument presented.

    g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.8.1			
❏ Formulate an opinion on a topic or text ❏ Determine claim(s) for an argument	❏ Support a point of view with reasons and information	❏ Write arguments to support claim(s) with clear reasons ❏ Write arguments to support claim(s) with relevant evidence ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Write arguments to support claim(s) in an analysis of substantive topics or texts ❏ Write arguments to support claim(s) in an analysis of substantive topics or texts ❏ Show W.8.1 proficiency with substantive increasingly complex topics or texts

W.8.1a			
❏ Determine information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around grade-level topics to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Organize information and ideas around increasingly complex topics to plan and prepare to write ❏ Show W.8.1a proficiency with substantive increasingly complex topics or texts
W.8.1b			
❏ Introduce a topic or text clearly ❏ Identify claim(s) ❏ Identify alternate or opposing claim(s)	❏ Create an organizational structure ❏ Organize reasons and evidence	❏ Introduce claim(s) ❏ Acknowledge and distinguish the claim(s) from alternate or opposing claim(s) ❏ Distinguish the claim(s) from alternate or opposing claim(s) ❏ Organize the reasons and evidence logically ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Introduce precise claim(s) ❏ Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ❏ Show W.8.1b proficiency with substantive increasingly complex topics or texts

W.8.1c			
❏ Support claim(s) with clear reasons ❏ Support claim(s) with evidence ❏ Cite sources ❏ Demonstrate an understanding of the topic or text	❏ Paraphrase sources ❏ Demonstrate a sound understanding of the topic or text	❏ Support claim(s) with logical reasoning ❏ Support claim(s) with relevant evidence ❏ Use accurate, credible sources ❏ Demonstrate an understanding of the grade-level topic or text ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Develop claim(s) fairly ❏ Develop counterclaims fairly ❏ Point out the strengths of claim(s) ❏ Point out the strengths of counterclaims ❏ Point out the limitations of claim(s) and counterclaims ❏ Point out the limitations of counterclaims ❏ Show W.8.1c proficiency with substantive increasingly complex topics or texts
W.8.1d			
❏ Make connections to link claim(s), counterclaims, reason, and evidence ❏ Determine transitional words and phrases to link claim(s), counterclaims, and evidence	❏ Select and use appropriate transitional phrases to link claim(s), counterclaims, and evidence	❏ Use words, phrases, and clauses to create cohesion among claim(s), counterclaims, reasons, and evidence ❏ Use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use words, phrases, and clauses to link sections of the text ❏ Show W.8.1d proficiency with substantive increasingly complex topics or texts

W.8.1e			
❏ Identify informal style ❏ Identify formal style	❏ Apply a formal style	❏ Establish a formal style ❏ Maintain a formal style ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Identify an objective tone ❏ Apply an objective tone ❏ Attend to the norms and conventions of the discipline in which students are writing ❏ Show W.8.1e proficiency with substantive increasingly complex topics or texts
W.8.1f			
❏ Provide a concluding statement related to the argument presented	❏ Provide a concluding section related to the argument presented	❏ Provide a concluding statement that follows from the argument presented ❏ Provide a concluding statement that supports the argument presented ❏ Provide a concluding section that follows from the argument presented ❏ Provide a concluding section that supports the argument presented ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Provide a concluding statement that follows from increasingly complex arguments ❏ Provide a concluding statement that supports increasingly complex arguments ❏ Show W.8.1f proficiency with substantive increasingly complex topics or texts

W.8.1g			
With extensive guidance and support from peers and adults: ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on addressing what is most significant for a specific purpose ❏ Focus on addressing what is most significant for a specific audience ❏ Show W.8.1g proficiency with substantive increasingly complex topics or texts

STANDARD

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.

    c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    f. Establish and maintain a formal style.

    g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

    h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.8.2			
❏ Write informative/explanatory texts about a topic ❏ Select content related to the topic	❏ Convey ideas clearly ❏ Present information clearly	❏ Write informative/explanatory texts to examine a grade-level topic ❏ Write informative/explanatory texts to convey ideas, concepts, and information ❏ Select relevant content ❏ Organize relevant content ❏ Analyze relevant content ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Write informative/explanatory texts to examine increasingly complex topics ❏ Write informative/explanatory texts to clearly convey complex ideas, concepts, and information ❏ Write informative/explanatory texts to accurately convey complex ideas, concepts, and information ❏ Effectively select, organize, and analyze content ❏ Show W.8.2 proficiency with substantive increasingly complex topics or texts

W.8.2a			
❏ Determine information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Show proficiency with substantive increasingly complex topics or texts ❏ Organize information and ideas around increasingly complex topics to plan and prepare to write
W.8.2b			
❏ Introduce a topic clearly ❏ Identify text structures ❏ Organize ideas ❏ Include visuals related to the content	❏ Apply a specific text structure to purpose and content ❏ Include visuals to aid comprehension of content	❏ Introduce a grade-level topic clearly ❏ When introducing a topic, preview what is to follow ❏ Organize ideas into broader categories ❏ Organize concepts into broader categories ❏ Organize information into broader categories ❏ Include formatting, graphics, and multimedia when useful to aiding comprehension ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Introduce a complex topic ❏ Organize complex ideas to make important connections ❏ Organize complex concepts to make important connections ❏ Organize complex information to make connections ❏ Organize complex ideas to make distinctions ❏ Organize complex concepts to make distinctions ❏ Organize complex information to make distinctions ❏ Show W.8.2b proficiency with substantive increasingly complex topics or texts

W.8.2c			

❏ Develop a topic with:
  ❏ Facts
  ❏ Definitions
  ❏ Concrete details
  ❏ Quotations
  ❏ Other information and examples
	❏ Develop a grade-level topic with:
	  ❏ Facts
	  ❏ Definitions
	  ❏ Concrete details
	  ❏ Quotations
	  ❏ Other information and examples
		❏ Develop the topic with relevant:
		  ❏ Facts
		  ❏ Definitions
		  ❏ Concrete details
		  ❏ Quotations
		  ❏ Other information and examples
		
		❏ Develop the topic with well-chosen:
		  ❏ Facts
		  ❏ Definitions
		  ❏ Concrete details
		  ❏ Quotations
		  ❏ Other information and examples
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Develop the topic with sufficient:
			  ❏ Facts
			  ❏ Extended definitions
			  ❏ Concrete details
			  ❏ Quotations
			  ❏ Examples appropriate to the audience's knowledge of the topic
			  ❏ Other information appropriate to the audience's knowledge of the topic
			
			❏ Show W.8.2c proficiency with substantive increasingly complex topics or texts

W.8.2d			
❏ Identify transitions for specific purposes and structures ❏ Apply transitions for a specific purpose	❏ Use transitions to make connections among ideas and concepts ❏ Use transitions to illustrate relationships among ideas and concepts	❏ Use appropriate transitions to create cohesion among ideas and concepts ❏ Use appropriate transitions to clarify the relationships among ideas and concepts ❏ Use varied transitions to create cohesion among ideas and concepts ❏ Use varied transitions to clarify the relationships among ideas and concepts ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use appropriate transitions to link the major sections of the text ❏ Use appropriate transitions to create cohesion among complex ideas and concepts ❏ Use varied transitions to link the major sections of the text ❏ Use varied transitions to create cohesion among complex ideas and concepts ❏ Show W.8.2d proficiency with substantive increasingly complex topics or texts
W.8.2e			
❏ Use grade-level vocabulary to explain a topic ❏ Identify domain-specific vocabulary about a topic	❏ Use domain-specific vocabulary about a topic	❏ Use precise language to inform about or explain the topic ❏ Use domain-specific vocabulary to inform about or explain the topic ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use precise language to manage the complexity of the topic ❏ Use domain-specific vocabulary to manage the complexity of the topic ❏ Show W.8.2e proficiency with substantive increasingly complex topics or texts

W.8.2f			
❏ Identify the features of informal styles ❏ Identify the features of formal styles	❏ Determine when to use formal or informal styles when writing	❏ Establish and maintain a formal style ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Establish and maintain a formal style ❏ Establish and maintain an objective tone ❏ Attend to the norms and conventions of the discipline in which students are writing ❏ Show W.8.2f proficiency with substantive increasingly complex topics or texts
W.8.2g			
❏ Provide a concluding statement related to the information or explanation presented	❏ Provide a concluding section related to the information or explanation present	❏ Provide a concluding statement that follows from the information or explanation presented ❏ Provide a concluding statement that supports the information or explanation presented ❏ Provide a concluding section that follows from the information or explanation presented ❏ Provide a concluding section that supports the information or explanation presented ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Provide a concluding statement that follows from increasingly complex information or explanations presented ❏ Provide a concluding statement that supports increasingly complex information or explanations presented ❏ Show W.8.2g proficiency with substantive increasingly complex topics or texts

W.8.2h			
With extensive guidance and support from peers and adults: ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on addressing what is most significant for a specific purpose ❏ Focus on addressing what is most significant for a specific audience ❏ Show W.8.2h proficiency with substantive increasingly complex topics or texts

STANDARD

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. 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.

    c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

    d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

    e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

    f. Provide a conclusion that follows from and reflects on the narrated experiences or events.

    g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.8.3			
❏ Write narratives about real experiences or events ❏ Use details ❏ Use event sequences	❏ Write narratives about imagined experiences or events ❏ Use descriptive details ❏ Use clear event sequences	❏ Write narratives to develop real or imagined experiences or events ❏ Use effective technique ❏ Use relevant descriptive details ❏ Use well-structured event sequences ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Write narratives to develop complex real or imagined experiences or events ❏ Use well-chosen details ❏ Show W.8.3 proficiency with substantive increasingly complex topics or texts

W.8.3a			
❏ Determine information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Organize information and ideas around increasingly complex topics to plan and prepare to write ❏ Show W.8.3a proficiency with substantive increasingly complex topics or texts
W.8.3b			

❏ Match point of view to purpose
 	
❏ Organize an event sequence
	❏ Organize a clear event sequence	❏ Engage and orient the reader by:
		  ❏ Establishing a context
		  ❏ Establishing a point of view
		  ❏ Introduce a narrator and/or characters
		  ❏ Organize an event sequence that unfolds naturally and logically
		  ❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Engage and orient the reader by setting out a problem, situation, or observation
			
			❏ Establish one or multiple point(s) of view
			
			❏ Create a smooth progression of experiences or events
			
			❏ Show W.8.3b proficiency with substantive increasingly complex topics or texts

W.8.3c			
❏ Identify narrative techniques	❏ Apply narrative techniques for a purpose	❏ Use narrative techniques, such as: 　❏ Dialogue 　❏ Pacing 　❏ Description 　❏ Reflection ❏ Use narrative techniques to develop experiences ❏ Use narrative techniques to develop events ❏ Use narrative techniques to develop characters ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use multiple plot lines as a narrative technique ❏ Use narrative techniques to develop complex experiences ❏ Use narrative techniques to develop complex events ❏ Use narrative techniques to develop complex characters ❏ Show W.8.3c proficiency with substantive increasingly complex topics or texts
W.8.3d			
❏ Use a variety of transition words, phrases, and clauses	❏ Identify relationships among experiences and events in a narrative	❏ Use a variety of transition words, phrases, and clauses to convey: 　❏ Sequence 　❏ Signal shifts from one time frame or setting to another 　❏ Show the relationships among experiences and events ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use a variety of techniques to sequence events ❏ Sequence events to build on one another to create a coherent whole ❏ Show W.8.3d proficiency with substantive increasingly complex topics or texts

W.8.3e			

❏ Determine descriptive details
 	
❏ Identify sensory language
	❏ Use precise words and phrases
	
	❏ Use descriptive details
	
	❏ Use sensory language
		❏ Use precise words and phrases, relevant descriptive details, and sensory language to:
		  ❏ Capture the action
		  ❏ Convey experiences
		  ❏ Convey events
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Convey a vivid picture of the experiences
			
			❏ Convey a vivid picture of the events
			
			❏ Convey a vivid picture of the setting
			
			❏ Convey a vivid picture of characters
			
			❏ Show W.8.3e proficiency with substantive increasingly complex topics or texts

W.8.3f			
❏ Provide a conclusion	❏ Provide a conclusion related to the experiences or events	❏ Provide a conclusion that follows from the narrated experiences or events ❏ Provide a conclusion that reflects on the narrated experiences or events ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative ❏ Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative ❏ Show W.8.3f proficiency with substantive increasingly complex topics or texts

W.8.3g			
With extensive guidance and support from peers and adults: ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on addressing purpose ❏ Focus on addressing audience ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Show proficiency with substantive increasingly complex topics or texts ❏ Focus on addressing what is most significant for a specific purpose ❏ Focus on addressing what is most significant for a specific audience ❏ Show W.8.3g proficiency with substantive increasingly complex topics or texts

STANDARD

W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Use digital tools and resources to cite sources ❏ Identify tools and resources to collaborate with others	❏ Use digital tools and resources to link to sources ❏ Establish appropriate norms for interacting with others using digital tools and resources	❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing ❏ Use digital tools and resources to present the relationships between information and ideas efficiently ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Use digital tools and resources to update individual writing products ❏ Use digital tools and resources to update shared writing products ❏ Take advantage of technology's capacity to display information flexibly and dynamically ❏ Show W.8.4 proficiency with increasingly complex writing

STANDARD			
W.8.5 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Conduct short research projects to build knowledge ❏ Identify aspects of a topic for research	❏ Conduct short research projects to build knowledge on grade-level topics ❏ Identify key aspects of a topic for research	❏ Conduct short research projects to answer a question ❏ Conduct short research projects to answer a self-generated question ❏ Draw on several sources ❏ Generate additional related, focused questions that allow for multiple avenues of exploration ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Conduct sustained research projects to answer a question ❏ Conduct sustained research projects to answer a self-generated question ❏ Conduct short research projects to solve a problem ❏ Narrow the inquiry when appropriate ❏ Show W.8.5 proficiency with increasingly complex topics, texts, and/or sources

STANDARD			
W.8.6 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Gather information from print sources ❏ Gather information from digital sources ❏ Identify search terms for a topic ❏ Identify credible sources ❏ Quote data ❏ Quote conclusions ❏ Cite sources	❏ Paraphrase data ❏ Paraphrase conclusions ❏ Identify advanced search terms for a topic	❏ Gather relevant information from multiple print and digital sources ❏ Use search terms effectively ❏ Assess the credibility and accuracy of each source ❏ Quote data while avoiding plagiarism ❏ Paraphrase data while avoiding plagiarism ❏ Quote the conclusions of others while avoiding plagiarism ❏ Paraphrase the conclusions of others while avoiding plagiarism ❏ Follow a standard format for citation ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Gather relevant information from multiple authoritative print and digital sources ❏ Use advanced searches effectively ❏ Assess the usefulness of each source in answering the research question ❏ Show W.8.6 proficiency with increasingly complex topics, texts, and/or sources

Speaking and Listening – Grade 8

STANDARD

SL.8.1 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 probe and reflect on ideas under discussion.

    b. Follow rules for collegial 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 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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
SL.8.1			
❏ Participate in collaborative discussions ❏ Engage with diverse partners on less complex topics and texts ❏ Express ideas	❏ Engage in collaborative discussions ❏ Engage with diverse partners on grade 8 topics and texts ❏ Express ideas clearly	❏ Engage effectively in a range of collaborative discussions ❏ Engage with diverse partners on grade 8 topics, texts, and issues ❏ Build on others' ideas and expressing ideas clearly ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Initiate and participate effectively in a range of collaborative discussions with diverse partners ❏ Express ideas clearly and persuasively ❏ Show SL.8.1 proficiency with increasingly complex topics, texts, and issues

SL.8.1a			
❏ Summarize reading or research material under study ❏ Identify key details of the reading or research under study	❏ Annotate reading or research material under study ❏ Create questions about the reading or research material under study	❏ Come to discussions prepared, having read or researched material under study ❏ Explicitly draw on preparation by referring to evidence on the topic, text, or issue ❏ Probe ideas under discussion ❏ Reflect on ideas under discussion ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Stimulate a thoughtful, well-reasoned exchange of ideas ❏ Show SL.8.1a proficiency with increasingly complex topics, texts, and/or sources
SL.8.1b			
❏ Identify rules for collegial discussion ❏ Set goals and deadlines	❏ Identify rules for decision-making ❏ Determine effective roles for collaborative conversations	❏ Follow rules for collegial discussions ❏ Follow rules for decision-making ❏ Track progress toward specific goals and deadlines ❏ Define individual roles, as needed ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Work with peers to set rules for collegial discussions ❏ Work with peers to set rules for decision-making ❏ Work with peers to set clear goals and deadlines ❏ Work with peers to define individual roles, as needed ❏ Show SL.8.1b proficiency with increasingly complex topics, texts, and/or sources

SL.8.1c			

❏ Pose questions about the topic
 	
❏ Respond to others' questions and comments with relevant Ideas
	❏ Pose questions that elicit elaboration
	
	❏ Bring the discussion back on topic as needed
		❏ Pose questions that connect the ideas of several speakers
		
		❏ Respond to others' questions and comments with relevant:
		   ❏ Evidence
		   ❏ Observations
		   ❏ Ideas
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Actively incorporate others into the discussion
			
			❏ Clarify ideas and conclusions
			
			❏ Verify ideas and conclusions
			
			❏ Challenge ideas and conclusions
			
			❏ Show SL.8.1c proficiency with increasingly complex topics, texts, and/or sources

SL.8.1d			
❏ Paraphrase key ideas expressed during discussion ❏ Demonstrate understanding of multiple perspectives	❏ Draw conclusions in light of information and knowledge gained from discussion ❏ When warranted, modify one's own views	❏ Acknowledge new information expressed by others ❏ When warranted, qualify or justify one's own views in light of the evidence presented ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Respond thoughtfully to diverse perspectives ❏ Summarize points of agreement ❏ Summarize points of disagreement ❏ When warranted, qualify or justify one's own views ❏ Show SL.8.1d proficiency with increasingly complex topics, texts, and/or sources

STANDARD			
SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Analyze the main ideas and supporting details presented in diverse media and formats	❏ Explain how the ideas clarify the topic, text, or issue under study	❏ Analyze the purpose of information presented in diverse media and formats ❏ Evaluate the motives behind the presentation of information ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Integrate multiple sources of information presented in diverse media or formats ❏ Evaluate the credibility and accuracy of each source ❏ Show SL.8.2 proficiency with increasingly complex texts and/or sources

STANDARD			
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Identify claims that are supported by reasons and evidence ❏ Identify claims that are not supported by reasons and evidence	❏ Distinguish claims that are supported by reasons and evidence from claims that are not	❏ Delineate a speaker's argument ❏ Delineate a speaker's specific claims ❏ Evaluate the soundness of the reasoning ❏ Evaluate the relevance ❏ Evaluate the sufficiency of the evidence ❏ Identify when irrelevant evidence is introduced ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Evaluate a speaker's point of view ❏ Evaluate a speaker's reasoning ❏ Evaluate a speaker's use of evidence ❏ Show SL.8.3 proficiency with increasingly complex texts and/or sources

STANDARD			
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❑ Emphasize points with:
  ❑ Descriptions
  ❑ Facts
  ❑ Details
  ❑ Examples
	❑ Emphasize salient points with pertinent:
	  ❑ Descriptions
	  ❑ Facts
	  ❑ Details
	  ❑ Examples
		❑ Present claims and findings
		
		❑ Emphasize salient points in a focused, coherent manner
		
		❑ Emphasize salient points with relevant evidence
		
		❑ Emphasize salient points with sound valid reasoning
		
		❑ Emphasize salient points with well-chosen details
		
		❑ Adapt speech to a variety of contexts
		
		❑ Adapt speech to a variety of tasks
		
		❑ Consistently demonstrate comprehensive understanding of grade-level standard
			❑ Present information, findings, and supporting evidence clearly
			
			❑ Present information, findings, and supporting evidence concisely
			
			❑ Present information, findings, and supporting evidence logically
			
			❑ Organization is appropriate to purpose, audience, and task
			
			❑ Show SL.8.4 proficiency with increasingly complex sources, information, purposes, audiences, and/or tasks

STANDARD			
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Include relevant multimedia and visual displays in presentations	❏ Include multimedia and visual displays in presentations to:
	  ❏ Clarify claims
	  ❏ Clarify findings
	  ❏ Emphasize salient points
		❏ Integrate multimedia and visual displays into presentations to:
		  ❏ Clarify information
		  ❏ Strengthen claims and evidence
		  ❏ Add interest
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Show SL.8.5 proficiency with increasingly complex presentations
			
			❏ Make strategic use of digital media in presentations on topics, texts, and tasks to:
			  ❏ Enhance understanding of findings
			  ❏ Enhance understanding of reasoning
			  ❏ Enhance understanding of evidence
			  ❏ Add interest

Language – Grade 8

STANDARD
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Consistently demonstrate strong command of conventions within the 4-5 Continua ❏ Produce complete sentences ❏ Explain the functions of prepositions ❏ Explain the functions of pronouns ❏ Place phrases and clauses within a sentence	❏ Use adverbs that modify adjectives ❏ Use adverbs that modify adverbs ❏ Choose among simple, compound, complex, and compound-complex sentences ❏ Use intensive pronouns ❏ Ensure pronoun-antecedent agreement ❏ Recognize the nominative case and objective case ❏ Correctly use confused words ❏ Explain the function of phrases and clauses in general and their function in specific sentences ❏ Form indirect/direct objects	❏ Apply grade-level conventions of grammar and usage while writing and speaking ❏ Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening ❏ Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks ❏ Identify and use strategies to improve expression in conventional language ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Apply grammar and usage skills to create a unique voice when writing or speaking ❏ Apply and expand grammar and usage skills from previous grades ❏ Show L.8.1 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD			
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Consistently demonstrate strong command of conventions within the 4-5 Continua ❏ Use proper punctuation within dialogue ❏ Correctly form and use possessives ❏ Correctly form and use contractions ❏ Use spelling patterns and generalizations when writing words ❏ Understand how to consult reference materials to check and correct spellings	❏ Use punctuation to set off nonrestrictive/parenthetical elements ❏ Use a comma to separate coordinate adjectives ❏ Use punctuation to indicate a pause or break ❏ Use an ellipsis to indicate an omission ❏ Use a semicolon to link two or more closely related independent clauses ❏ Use a colon to introduce a list or quotation ❏ Apply hyphen conventions ❏ Apply conventional rules to spell words correctly ❏ Consult reference materials as needed to check and correct spellings	❏ Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking ❏ Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing ❏ Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work ❏ Consult reference materials when needed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking ❏ Apply and expand capitalization, punctuation, and spelling skills from previous grades ❏ Show L.8.2 proficiency with increasingly complex writing tasks

STANDARD
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   a.   Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.
Note: Substandard "a" is not separated from the main standard, as seen in W.8.1 - W.8.3 and SL.8.1. The substandards L.8.3a is included in the progression of L.8.3 as a whole to provide clarity on the skills and expectations of the standard.
Learning Progression

Beginning	Progressing	Applying	Extending

❏ Use knowledge of language and its conventions when:
  ❏ Writing below grade level
  ❏ Speaking below grade level
  ❏ Reading below grade level texts
  ❏ Listening to below grade level texts
	❏ Choose language that expresses ideas precisely and concisely
	
	❏ Recognize and eliminate wordiness
	
	❏ Recognize and eliminate redundancy
		❏ Use knowledge of language and its conventions when:
		  ❏ Writing on grade level
		  ❏ Speaking on grade level
		  ❏ Reading grade level texts
		  ❏ Listening to grade level texts
		
		❏ Use verbs in the active voice to achieve particular effects
		
		❏ Use verbs in the passive voice to achieve particular effects
		
		❏ Use verbs in the conditional mood to achieve particular effects
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Apply knowledge of language to:
			  ❏ make effective choices for meaning
			  ❏ comprehend more fully when reading
			  ❏ comprehend more fully when listening
			
			❏ Show L.8.3 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD
L.8.4 Determine and/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: context clues, word parts, word relationships, and reference materials.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content	❏ Identify context clues
	
	❏ Determine word parts
	
	❏ Understand word relationships
	
	❏ Use reference materials
		❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts reading and content
		
		❏ Choosing flexibly from a range of strategies when reading grade-level texts:
		  ❏ Context clues
		  ❏ Word parts
		  ❏ Word relationships
		  ❏ Reference materials
		
		❏ Consistently demonstrate comprehensive understanding of grade-level standard
			❏ Show L.8.4 proficiency with increasingly complex texts and content

STANDARD

L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.
    a. Interpret figures of speech in context based on grade 8 reading and content.
    b. Distinguish among the connotations of words with similar denotations.

Note: Substandards "a" and "b" are not separated from the main standard, as seen in W.8.1 - W.8.3 and SL.8.1. The substandards L.8.5a and L.8.5b are included in the progression of L.8.5 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content ❏ Interpret figures of speech in context based on below grade-level reading and content	❏ Determine nuances in word meanings ❏ Identify the connotations of grade-level words	❏ Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content ❏ Interpret figures of speech in context based on grade-level reading and content ❏ Distinguish among the connotations of words with similar denotations ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Analyze the role of figurative language in a text based on grade-level reading and content ❏ Analyze nuances in the meaning of words with similar denotations with grade-level texts and content ❏ Show L.8.5 proficiency with increasingly complex texts and content

STANDARD
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Acquire and use general academic and domain-specific words and phrases	❑ Identify words or phrases important to comprehension ❑ Identify words or phrases important to expression	❑ Acquire grade-level general academic and domain-specific words and phrases ❑ Accurately use grade-level general academic and domain-specific words and phrases ❑ Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension ❑ Develop grade-level vocabulary knowledge when considering a word or phrase important to expression ❑ Consistently demonstrate comprehensive understanding of grade-level standard	❑ Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression ❑ Shows L.8.6 proficiency with increasingly complex texts and content