

Learning Progressions

GRADE
8

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.1 proficiency with below grade-level texts <input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what the text says explicitly <input type="checkbox"/> Cite several pieces of textual evidence to support inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the strength of textual evidence <input type="checkbox"/> Evaluate the weakness of textual evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly <input type="checkbox"/> Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.1 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite thorough textual evidence to support an analysis of what a text says explicitly <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.2 proficiency with below grade-level texts <input type="checkbox"/> Determine a theme of a text <input type="checkbox"/> Understand that an objective summary is based solely on the text <input type="checkbox"/> Provide a summary of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a summary of a text free from personal opinion or judgment <input type="checkbox"/> Analyze a theme's development over the course of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the theme's development over the course of a grade-level, complex text <input type="checkbox"/> Analyze a theme's relationship to the characters <input type="checkbox"/> Analyze a theme's relationship to the setting <input type="checkbox"/> Analyze a theme's relationship to the plot <input type="checkbox"/> Provide an objective summary of a grade-level, complex text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.2 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze in detail the theme's development over the course of a complex text <input type="checkbox"/> Identify how the theme emerges <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.3 proficiency with below grade-level texts <input type="checkbox"/> Identify elements in a story or drama that contribute to its meaning <input type="checkbox"/> Identify the interaction between elements in a story or drama 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze specific interactions between elements in a story or drama 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama propel the action within a text <input type="checkbox"/> Analyze how particular incidents in a story or drama propel the action within a text <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular incidents in a story or drama reveal aspects of a character <input type="checkbox"/> Analyze how particular lines of dialogue in a story or drama provoke a decision <input type="checkbox"/> Analyze how particular incidents in a story or drama provoke a decision <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.3 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify complex characters <input type="checkbox"/> Analyze how complex characters develop over the course of a text <input type="checkbox"/> Analyze how complex characters interact with other characters <input type="checkbox"/> Analyze how complex characters advance the plot <input type="checkbox"/> Analyze how complex characters develop the theme

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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.4 proficiency with below grade-level texts <input type="checkbox"/> Determine the meaning of words as they are used in a text <input type="checkbox"/> Determine the meaning of phrases as they are used in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify analogies in a text <input type="checkbox"/> Identify allusions in a text <input type="checkbox"/> Identify tone in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in a grade-level, complex text <input type="checkbox"/> Determine the meaning of phrases as they are used in a grade-level, complex text <input type="checkbox"/> Analyze the impact of specific word choices on meaning <input type="checkbox"/> Analyze the impact of specific word choices on tone <input type="checkbox"/> Analyze the impact of analogies on meaning <input type="checkbox"/> Analyze the impact of analogies on tone <input type="checkbox"/> Analyze the impact of allusions on meaning <input type="checkbox"/> Analyze the impact of allusions on tone <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.4 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the cumulative impact of specific word choices on meaning <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.5 proficiency with below grade-level texts <input type="checkbox"/> Identify the structure of a text <input type="checkbox"/> Identify the form of a specific genre <input type="checkbox"/> Identify an author's style in a specific text <input type="checkbox"/> Identify styles that are specific to individual literary genres 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how a genre's form contributes to its meaning <input type="checkbox"/> Analyze how a text's structure contributes to its meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the structure of two or more texts <input type="checkbox"/> Contrast the structure of two or more texts <input type="checkbox"/> Analyze how the differing structure of two or more texts contributes to their meanings <input type="checkbox"/> Analyze how the differing structure of two or more texts contributes to their styles <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.5 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how an author's choices concerning how to structure a text create effects <input type="checkbox"/> Analyze how an author's choices concerning how to order events within a text create effects <input type="checkbox"/> Analyze how an author's choices concerning how to manipulate time create effects

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
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate RL.8.6 proficiency with below grade-level texts<input type="checkbox"/> Analyze how an author develops the perspectives of different characters<input type="checkbox"/> Analyze how an author contrasts the perspectives of different characters	<ul style="list-style-type: none"><input type="checkbox"/> Identify places where suspense is created in a text<input type="checkbox"/> Identify places where humor is created in a text	<ul style="list-style-type: none"><input type="checkbox"/> Analyze how differences in the perspectives of the characters and the audience or reader create suspense<input type="checkbox"/> Analyze how differences in the perspectives of the characters and the audience or reader create humor<input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.6 with grade-level texts, with increasing independence	<ul style="list-style-type: none"><input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RL.8.7 proficiency with below grade-level texts <input type="checkbox"/> Compare a written text to its audio, multimedia or staged version <input type="checkbox"/> Contrast a written text to its audio, multimedia, or staged version 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the techniques unique to an audio version of a text <input type="checkbox"/> Analyze the techniques unique to a multimedia version of a text <input type="checkbox"/> Analyze the techniques unique to a staged version of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script <input type="checkbox"/> Analyze the extent to which a filmed or live production of a story or drama departs from the text or script <input type="checkbox"/> Evaluate the choices made by the director or actors <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.7 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the representation of a subject in two different artistic mediums <input type="checkbox"/> Analyze the representation of a key scene in two different artistic mediums <input type="checkbox"/> Analyze what is emphasized in each treatment <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Compare a fictional portrayal of a time, place, or character with a historical account of the same period <input type="checkbox"/> Contrast a fictional portrayal of a time, place, or character with a historical account of the same period 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how authors of fiction use or alter history <input type="checkbox"/> Identify the themes, patterns of events, or character types from myths, traditional stories, or religious works within grade-level, complex texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how a modern work of fiction draws on themes from myths, traditional stories, or religious works <input type="checkbox"/> Analyze how a modern work of fiction draws on patterns of events from myths, traditional stories, or religious works <input type="checkbox"/> Analyze how a modern work of fiction draws on character types from myths, traditional stories, or religious works <input type="checkbox"/> Describe how the themes, patterns of events, or character types from myths, traditional stories, or religious works, are rendered new <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.8.9 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze source material <input type="checkbox"/> Analyze how an author adopts source material in a specific work <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand literature at the low end of the 6-8 text complexity band <input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to literature at the low end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band <input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to literature within the 6-8 text complexity band <input type="checkbox"/> Connect experiences to literature within the 6-8 text complexity band 	<p>By the end of grade 8:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the high end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand literature at the high end of the 6-8 text complexity band <input type="checkbox"/> Independently read and understand literature at the high end of the 6-8 text complexity band independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to literature at the high end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to literature at the high end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand increasingly complex literature <input type="checkbox"/> Independently read and understand increasingly complex literature <input type="checkbox"/> Connect prior knowledge to increasingly complex literature <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.1 proficiency with below grade-level texts <input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what a text says explicitly <input type="checkbox"/> Cite several pieces of textual evidence to support inferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the strength of textual evidence <input type="checkbox"/> Evaluate the weakness of textual evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly <input type="checkbox"/> Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.1 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite thorough textual evidence to support an analysis of what the text says explicitly <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.2 proficiency with below grade-level texts <input type="checkbox"/> Determine a central idea of a text <input type="checkbox"/> Analyze a central idea's development in a part of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that an objective summary is based solely on the text <input type="checkbox"/> Provide an objective summary of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the central idea's development over the course of the text <input type="checkbox"/> Analyze a central idea's relationship to the key details <input type="checkbox"/> Provide an objective summary of a grade-level, complex text <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.2 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the central idea's development in detail over the course of the text <input type="checkbox"/> Analyze how the central idea emerges through specific details <input type="checkbox"/> Analyze how the central idea is shaped through specific details <input type="checkbox"/> Analyze how the central idea is refined through specific details <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.3 proficiency with below grade-level texts <input type="checkbox"/> Identify the connections between individuals, ideas, or events in a text <input type="checkbox"/> Identify the distinctions between individuals, ideas, or events in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze specific connections between individuals, ideas, or events in a text <input type="checkbox"/> Analyze specific distinctions between individuals, ideas, or events in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how a text makes connections among individuals, ideas, or events <input type="checkbox"/> Analyze how a text makes distinctions between individuals, ideas, or events <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.3 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how the author unfolds an analysis or series of ideas or events <input type="checkbox"/> Analyze the order in which the points are made <input type="checkbox"/> Analyze how points are introduced <input type="checkbox"/> Analyze how points are developed <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.4 proficiency with below grade-level texts <input type="checkbox"/> Determine the meaning of words as they are used in a text <input type="checkbox"/> Determine the meaning of phrases as they are used in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify analogies in a text <input type="checkbox"/> Identify allusions in a text <input type="checkbox"/> Identify the tone of a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in a grade 8 text <input type="checkbox"/> Determine the meaning of phrases as they are used in a grade 8 text <input type="checkbox"/> Analyze the impact of specific word choices on meaning <input type="checkbox"/> Analyze the impact of specific word choices on tone <input type="checkbox"/> Analyze the impact of analogies on meaning <input type="checkbox"/> Analyze the impact of analogies on tone <input type="checkbox"/> Analyze the impact of analogies on meaning <input type="checkbox"/> Analyze the impact of analogies on tone <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.4 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words as they are used in increasingly complex texts <input type="checkbox"/> Determine the meaning of phrases as they are used in increasingly complex texts <input type="checkbox"/> Analyze the cumulative impact of specific word choices on meaning <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.5 proficiency with below grade-level texts <input type="checkbox"/> Identify the key concepts of a grade-level, complex text <input type="checkbox"/> Identify the structure of a specific paragraph in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine sentences that develop a key concept of a text <input type="checkbox"/> Determine sentences that refine a key concept in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze in detail the structure of a specific paragraph in a text <input type="checkbox"/> Analyze the role of particular sentences in developing a key concept <input type="checkbox"/> Analyze the role of particular sentences in refining a key concept <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.5 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how ideas or claims are developed by particular portions of a text <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.6 proficiency with below grade-level texts <input type="checkbox"/> Determine an author’s point of view in a text <input type="checkbox"/> Determine an author’s purpose in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how an author distinguishes his or her position from that of others 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine an author’s point of view in a grade-level, complex text <input type="checkbox"/> Determine an author’s purpose in a grade-level, complex text <input type="checkbox"/> Analyze how the author acknowledges conflicting evidence or viewpoints <input type="checkbox"/> Analyze how the author responds to conflicting evidence or viewpoints <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.6 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine an author’s point of view in increasingly complex texts <input type="checkbox"/> Determine an author’s purpose in increasingly complex texts <input type="checkbox"/> Identify how an author uses rhetoric to advance his/her point of view or purpose <input type="checkbox"/> 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
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate RI.8.7 proficiency with below grade-level texts<input type="checkbox"/> Identify the specific aspects of:<ul style="list-style-type: none"><input type="checkbox"/> A written text<input type="checkbox"/> An audio version of a text<input type="checkbox"/> A video version of a text<input type="checkbox"/> A multimedia version of a text	<ul style="list-style-type: none"><input type="checkbox"/> Determine the strengths and weaknesses of different mediums to present a topic or idea	<ul style="list-style-type: none"><input type="checkbox"/> Evaluate the advantages of using different mediums to present a particular topic or idea<input type="checkbox"/> Evaluate the disadvantages of using different mediums to present a particular topic or idea<input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.7 with grade-level texts, with increasing independence	<ul style="list-style-type: none"><input type="checkbox"/> Analyze various accounts of a subject told in different mediums<input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.8 proficiency with below grade-level texts <input type="checkbox"/> Identify the main argument in a text <input type="checkbox"/> Determine relevant claims in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Trace an argument throughout a grade-level, complex text 	<ul style="list-style-type: none"> <input type="checkbox"/> Delineate the argument and specific claims in a text <input type="checkbox"/> Evaluate the argument and specific claims in a text <input type="checkbox"/> Assess whether the reasoning is sound <input type="checkbox"/> Assess whether evidence is relevant <input type="checkbox"/> Assess whether evidence is sufficient <input type="checkbox"/> Recognize when irrelevant evidence is introduced <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.8 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Delineate and evaluate the argument and specific claims in increasingly complex texts <input type="checkbox"/> Assess whether the reasoning is valid <input type="checkbox"/> Assess whether evidence is relevant <input type="checkbox"/> Assess whether evidence is sufficient <input type="checkbox"/> Identify false statements <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate RI.8.9 proficiency with below grade-level texts <input type="checkbox"/> Determine differing evidence within two texts on the same topic <input type="checkbox"/> Determine differing interpretations of facts within two texts on the same topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how two texts on the same topic emphasize different evidence <input type="checkbox"/> Identify how two texts on the same topic advance different interpretations of facts 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze a case in which two or more texts provide conflicting information on the same topic <input type="checkbox"/> Identify where the texts disagree on matters of fact <input type="checkbox"/> Identify where the texts disagree on matters of interpretation <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.8.9 with grade-level texts, with increasing independence 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze how two primary source documents address related themes <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand informational texts at the low end of the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band <input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to informational texts at the low end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand informational texts within the 6-8 text complexity band proficiently <input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band <input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band <input type="checkbox"/> Connect experiences to informational texts within the 6-8 text complexity band 	<p>By the end of grade 8:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and understand informational texts at the high end of the 6-8 text complexity band proficiently <input type="checkbox"/> Read and understand informational texts at the high end of the 6-8 text complexity band independently <input type="checkbox"/> Read and understand informational texts at the high end of the 6-8 text complexity band independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the high end of the 6-8 text complexity band <input type="checkbox"/> Connect experiences to informational texts at the high end of the 6-8 text complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand increasingly complex informational texts proficiently <input type="checkbox"/> Independently read and understand increasingly complex informational texts <input type="checkbox"/> Independently read and understand increasingly complex informational texts for sustained periods of time <input type="checkbox"/> Connect prior knowledge and experiences to increasingly complex informational texts <input type="checkbox"/> 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			
<ul style="list-style-type: none"> <input type="checkbox"/> Formulate an opinion on a topic or text <input type="checkbox"/> Determine claim(s) for an argument 	<ul style="list-style-type: none"> <input type="checkbox"/> Support a point of view with reasons and information 	<ul style="list-style-type: none"> <input type="checkbox"/> Write arguments to support claim(s) with clear reasons <input type="checkbox"/> Write arguments to support claim(s) with relevant evidence <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Write arguments to support claim(s) in an analysis of substantive topics or texts <input type="checkbox"/> Write arguments to support claim(s) in an analysis of substantive topics or texts <input type="checkbox"/> 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

Organize information and ideas around increasingly complex topics to plan and prepare to write

Consistently demonstrate a comprehensive understanding of grade-level standard

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

<p>With extensive guidance and support from peers and adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a specific purpose for writing <input type="checkbox"/> Identify a specific audience for writing <input type="checkbox"/> Determine writing techniques to use to address audience <input type="checkbox"/> Determine writing techniques to use to address purpose 	<p>With guidance and support from peers and adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a specific purpose for writing <input type="checkbox"/> Identify a specific audience for writing <input type="checkbox"/> Determine writing techniques to use to address audience <input type="checkbox"/> Determine writing techniques to use to address purpose 	<p>With some guidance and support from peers and adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and strengthen writing as needed by revising <input type="checkbox"/> Develop and strengthen writing as needed by editing <input type="checkbox"/> Develop and strengthen writing as needed by rewriting <input type="checkbox"/> Develop and strengthen writing as needed by trying a new approach <input type="checkbox"/> Focus on how well purpose has been addressed <input type="checkbox"/> Focus on how well audience has been addressed <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and strengthen writing as needed by revising <input type="checkbox"/> Develop and strengthen writing as needed by editing <input type="checkbox"/> Develop and strengthen writing as needed by rewriting <input type="checkbox"/> Develop and strengthen writing as needed by trying a new approach <input type="checkbox"/> Focus on addressing what is most significant for a specific purpose <input type="checkbox"/> Focus on addressing what is most significant for a specific audience <input type="checkbox"/> Show W.8.1g proficiency with substantive increasingly complex topics or texts
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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			
<ul style="list-style-type: none"> <input type="checkbox"/> Write informative/explanatory texts about a topic <input type="checkbox"/> Select content related to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Convey ideas clearly <input type="checkbox"/> Present information clearly 	<ul style="list-style-type: none"> <input type="checkbox"/> Write informative/explanatory texts to examine a grade-level topic <input type="checkbox"/> Write informative/explanatory texts to convey ideas, concepts, and information <input type="checkbox"/> Select relevant content <input type="checkbox"/> Organize relevant content <input type="checkbox"/> Analyze relevant content <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Write informative/explanatory texts to examine increasingly complex topics <input type="checkbox"/> Write informative/explanatory texts to clearly convey complex ideas, concepts, and information <input type="checkbox"/> Write informative/explanatory texts to accurately convey complex ideas, concepts, and information <input type="checkbox"/> Effectively select, organize, and analyze content <input type="checkbox"/> 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

Show proficiency with substantive increasingly complex topics or texts

Consistently demonstrate comprehensive understanding of grade-level standard

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

<ul style="list-style-type: none"><input type="checkbox"/> Identify the features of informal styles<input type="checkbox"/> Identify the features of formal styles	<ul style="list-style-type: none"><input type="checkbox"/> Determine when to use formal or informal styles when writing	<ul style="list-style-type: none"><input type="checkbox"/> Establish and maintain a formal style<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Establish and maintain a formal style<input type="checkbox"/> Establish and maintain an objective tone<input type="checkbox"/> Attend to the norms and conventions of the discipline in which students are writing<input type="checkbox"/> Show W.8.2f proficiency with substantive increasingly complex topics or texts
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W.8.2g

<ul style="list-style-type: none"><input type="checkbox"/> Provide a concluding statement related to the information or explanation presented	<ul style="list-style-type: none"><input type="checkbox"/> Provide a concluding section related to the information or explanation present	<ul style="list-style-type: none"><input type="checkbox"/> Provide a concluding statement that follows from the information or explanation presented<input type="checkbox"/> Provide a concluding statement that supports the information or explanation presented<input type="checkbox"/> Provide a concluding section that follows from the information or explanation presented<input type="checkbox"/> Provide a concluding section that supports the information or explanation presented<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Provide a concluding statement that follows from increasingly complex information or explanations presented<input type="checkbox"/> Provide a concluding statement that supports increasingly complex information or explanations presented<input type="checkbox"/> Show W.8.2g proficiency with substantive increasingly complex topics or texts
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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			
<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives about real experiences or events <input type="checkbox"/> Use details <input type="checkbox"/> Use event sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives about imagined experiences or events <input type="checkbox"/> Use descriptive details <input type="checkbox"/> Use clear event sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives to develop real or imagined experiences or events <input type="checkbox"/> Use effective technique <input type="checkbox"/> Use relevant descriptive details <input type="checkbox"/> Use well-structured event sequences <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives to develop complex real or imagined experiences or events <input type="checkbox"/> Use well-chosen details <input type="checkbox"/> Show W.8.3 proficiency with substantive increasingly complex topics or texts

W.8.3a

<input type="checkbox"/> Determine information and ideas around a topic to plan and prepare to write	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write	<input type="checkbox"/> Organize information and ideas around a grade-level topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<input type="checkbox"/> Organize information and ideas around increasingly complex topics to plan and prepare to write <input type="checkbox"/> Show W.8.3a proficiency with substantive increasingly complex topics or texts
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W.8.3b

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

<p><input type="checkbox"/> Identify narrative techniques</p>	<p><input type="checkbox"/> Apply narrative techniques for a purpose</p>	<p><input type="checkbox"/> Use narrative techniques, such as:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dialogue<input type="checkbox"/> Pacing<input type="checkbox"/> Description<input type="checkbox"/> Reflection <p><input type="checkbox"/> Use narrative techniques to develop experiences</p> <p><input type="checkbox"/> Use narrative techniques to develop events</p> <p><input type="checkbox"/> Use narrative techniques to develop characters</p> <p><input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use multiple plot lines as a narrative technique</p> <p><input type="checkbox"/> Use narrative techniques to develop complex experiences</p> <p><input type="checkbox"/> Use narrative techniques to develop complex events</p> <p><input type="checkbox"/> Use narrative techniques to develop complex characters</p> <p><input type="checkbox"/> Show W.8.3c proficiency with substantive increasingly complex topics or texts</p>
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W.8.3d

<p><input type="checkbox"/> Use a variety of transition words, phrases, and clauses</p>	<p><input type="checkbox"/> Identify relationships among experiences and events in a narrative</p>	<p><input type="checkbox"/> Use a variety of transition words, phrases, and clauses to convey:</p> <ul style="list-style-type: none"><input type="checkbox"/> Sequence<input type="checkbox"/> Signal shifts from one time frame or setting to another<input type="checkbox"/> Show the relationships among experiences and events <p><input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use a variety of techniques to sequence events</p> <p><input type="checkbox"/> Sequence events to build on one another to create a coherent whole</p> <p><input type="checkbox"/> Show W.8.3d proficiency with substantive increasingly complex topics or texts</p>
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W.8.3e

<ul style="list-style-type: none"><input type="checkbox"/> Determine descriptive details<input type="checkbox"/> Identify sensory language	<ul style="list-style-type: none"><input type="checkbox"/> Use precise words and phrases<input type="checkbox"/> Use descriptive details<input type="checkbox"/> Use sensory language	<ul style="list-style-type: none"><input type="checkbox"/> Use precise words and phrases, relevant descriptive details, and sensory language to:<ul style="list-style-type: none"><input type="checkbox"/> Capture the action<input type="checkbox"/> Convey experiences<input type="checkbox"/> Convey events<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Convey a vivid picture of the experiences<input type="checkbox"/> Convey a vivid picture of the events<input type="checkbox"/> Convey a vivid picture of the setting<input type="checkbox"/> Convey a vivid picture of characters<input type="checkbox"/> Show W.8.3e proficiency with substantive increasingly complex topics or texts
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W.8.3f

<ul style="list-style-type: none"><input type="checkbox"/> Provide a conclusion	<ul style="list-style-type: none"><input type="checkbox"/> Provide a conclusion related to the experiences or events	<ul style="list-style-type: none"><input type="checkbox"/> Provide a conclusion that follows from the narrated experiences or events<input type="checkbox"/> Provide a conclusion that reflects on the narrated experiences or events<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative<input type="checkbox"/> Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative<input type="checkbox"/> Show W.8.3f proficiency with substantive increasingly complex topics or texts
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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
<ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to cite sources <input type="checkbox"/> Identify tools and resources to collaborate with others 	<ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to link to sources <input type="checkbox"/> Establish appropriate norms for interacting with others using digital tools and resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing <input type="checkbox"/> Use digital tools and resources to present the relationships between information and ideas efficiently <input type="checkbox"/> Use digital tools and resources to interact with others <input type="checkbox"/> Use digital tools and resources to collaborate with others <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to update individual writing products <input type="checkbox"/> Use digital tools and resources to update shared writing products <input type="checkbox"/> Take advantage of technology's capacity to display information flexibly and dynamically <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to build knowledge <input type="checkbox"/> Identify aspects of a topic for research 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to build knowledge on grade-level topics <input type="checkbox"/> Identify key aspects of a topic for research 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to answer a question <input type="checkbox"/> Conduct short research projects to answer a self-generated question <input type="checkbox"/> Draw on several sources <input type="checkbox"/> Generate additional related, focused questions that allow for multiple avenues of exploration <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct sustained research projects to answer a question <input type="checkbox"/> Conduct sustained research projects to answer a self-generated question <input type="checkbox"/> Conduct short research projects to solve a problem <input type="checkbox"/> Narrow the inquiry when appropriate <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Gather information from print sources <input type="checkbox"/> Gather information from digital sources <input type="checkbox"/> Identify search terms for a topic <input type="checkbox"/> Identify credible sources <input type="checkbox"/> Quote data <input type="checkbox"/> Quote conclusions <input type="checkbox"/> Cite sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Paraphrase data <input type="checkbox"/> Paraphrase conclusions <input type="checkbox"/> Identify advanced search terms for a topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather relevant information from multiple print and digital sources <input type="checkbox"/> Use search terms effectively <input type="checkbox"/> Assess the credibility and accuracy of each source <input type="checkbox"/> Quote data while avoiding plagiarism <input type="checkbox"/> Paraphrase data while avoiding plagiarism <input type="checkbox"/> Quote the conclusions of others while avoiding plagiarism <input type="checkbox"/> Paraphrase the conclusions of others while avoiding plagiarism <input type="checkbox"/> Follow a standard format for citation <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather relevant information from multiple authoritative print and digital sources <input type="checkbox"/> Use advanced searches effectively <input type="checkbox"/> Assess the usefulness of each source in answering the research question <input type="checkbox"/> 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

<ul style="list-style-type: none"><input type="checkbox"/> Summarize reading or research material under study<input type="checkbox"/> Identify key details of the reading or research under study	<ul style="list-style-type: none"><input type="checkbox"/> Annotate reading or research material under study<input type="checkbox"/> Create questions about the reading or research material under study	<ul style="list-style-type: none"><input type="checkbox"/> Come to discussions prepared, having read or researched material under study<input type="checkbox"/> Explicitly draw on preparation by referring to evidence on the topic, text, or issue<input type="checkbox"/> Probe ideas under discussion<input type="checkbox"/> Reflect on ideas under discussion<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Stimulate a thoughtful, well-reasoned exchange of ideas<input type="checkbox"/> Show SL.8.1a proficiency with increasingly complex topics, texts, and/or sources
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SL.8.1b

<ul style="list-style-type: none"><input type="checkbox"/> Identify rules for collegial discussion<input type="checkbox"/> Set goals and deadlines	<ul style="list-style-type: none"><input type="checkbox"/> Identify rules for decision-making<input type="checkbox"/> Determine effective roles for collaborative conversations	<ul style="list-style-type: none"><input type="checkbox"/> Follow rules for collegial discussions<input type="checkbox"/> Follow rules for decision-making<input type="checkbox"/> Track progress toward specific goals and deadlines<input type="checkbox"/> Define individual roles, as needed<input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<ul style="list-style-type: none"><input type="checkbox"/> Work with peers to set rules for collegial discussions<input type="checkbox"/> Work with peers to set rules for decision-making<input type="checkbox"/> Work with peers to set clear goals and deadlines<input type="checkbox"/> Work with peers to define individual roles, as needed<input type="checkbox"/> Show SL.8.1b proficiency with increasingly complex topics, texts, and/or sources
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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
<input type="checkbox"/> Analyze the main ideas and supporting details presented in diverse media and formats	<input type="checkbox"/> Explain how the ideas clarify the topic, text, or issue under study	<input type="checkbox"/> Analyze the purpose of information presented in diverse media and formats <input type="checkbox"/> Evaluate the motives behind the presentation of information <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard	<input type="checkbox"/> Integrate multiple sources of information presented in diverse media or formats <input type="checkbox"/> Evaluate the credibility and accuracy of each source <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Identify claims that are supported by reasons and evidence <input type="checkbox"/> Identify claims that are not supported by reasons and evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not 	<ul style="list-style-type: none"> <input type="checkbox"/> Delineate a speaker’s argument <input type="checkbox"/> Delineate a speaker’s specific claims <input type="checkbox"/> Evaluate the soundness of the reasoning <input type="checkbox"/> Evaluate the relevance <input type="checkbox"/> Evaluate the sufficiency of the evidence <input type="checkbox"/> Identify when irrelevant evidence is introduced <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a speaker’s point of view <input type="checkbox"/> Evaluate a speaker’s reasoning <input type="checkbox"/> Evaluate a speaker’s use of evidence <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Emphasize points with: <ul style="list-style-type: none"> <input type="checkbox"/> Descriptions <input type="checkbox"/> Facts <input type="checkbox"/> Details <input type="checkbox"/> Examples 	<ul style="list-style-type: none"> <input type="checkbox"/> Emphasize salient points with pertinent: <ul style="list-style-type: none"> <input type="checkbox"/> Descriptions <input type="checkbox"/> Facts <input type="checkbox"/> Details <input type="checkbox"/> Examples 	<ul style="list-style-type: none"> <input type="checkbox"/> Present claims and findings <input type="checkbox"/> Emphasize salient points in a focused, coherent manner <input type="checkbox"/> Emphasize salient points with relevant evidence <input type="checkbox"/> Emphasize salient points with sound valid reasoning <input type="checkbox"/> Emphasize salient points with well-chosen details <input type="checkbox"/> Adapt speech to a variety of contexts <input type="checkbox"/> Adapt speech to a variety of tasks <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Present information, findings, and supporting evidence clearly <input type="checkbox"/> Present information, findings, and supporting evidence concisely <input type="checkbox"/> Present information, findings, and supporting evidence logically <input type="checkbox"/> Organization is appropriate to purpose, audience, and task <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Include relevant multimedia and visual displays in presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> Include multimedia and visual displays in presentations to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify claims <input type="checkbox"/> Clarify findings <input type="checkbox"/> Emphasize salient points 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrate multimedia and visual displays into presentations to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify information <input type="checkbox"/> Strengthen claims and evidence <input type="checkbox"/> Add interest <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Show SL.8.5 proficiency with increasingly complex presentations <input type="checkbox"/> Make strategic use of digital media in presentations on topics, texts, and tasks to: <ul style="list-style-type: none"> <input type="checkbox"/> Enhance understanding of findings <input type="checkbox"/> Enhance understanding of reasoning <input type="checkbox"/> Enhance understanding of evidence <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua <input type="checkbox"/> Produce complete sentences <input type="checkbox"/> Explain the functions of prepositions <input type="checkbox"/> Explain the functions of pronouns <input type="checkbox"/> Place phrases and clauses within a sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> Use adverbs that modify adjectives <input type="checkbox"/> Use adverbs that modify adverbs <input type="checkbox"/> Choose among simple, compound, complex, and compound-complex sentences <input type="checkbox"/> Use intensive pronouns <input type="checkbox"/> Ensure pronoun-antecedent agreement <input type="checkbox"/> Recognize the nominative case and objective case <input type="checkbox"/> Correctly use confused words <input type="checkbox"/> Explain the function of phrases and clauses in general and their function in specific sentences <input type="checkbox"/> Form indirect/direct objects 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grade-level conventions of grammar and usage while writing and speaking <input type="checkbox"/> Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening <input type="checkbox"/> Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks <input type="checkbox"/> Identify and use strategies to improve expression in conventional language <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grammar and usage skills to create a unique voice when writing or speaking <input type="checkbox"/> Apply and expand grammar and usage skills from previous grades <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua <input type="checkbox"/> Use proper punctuation within dialogue <input type="checkbox"/> Correctly form and use possessives <input type="checkbox"/> Correctly form and use contractions <input type="checkbox"/> Use spelling patterns and generalizations when writing words <input type="checkbox"/> Understand how to consult reference materials to check and correct spellings 	<ul style="list-style-type: none"> <input type="checkbox"/> Use punctuation to set off nonrestrictive/parenthetical elements <input type="checkbox"/> Use a comma to separate coordinate adjectives <input type="checkbox"/> Use punctuation to indicate a pause or break <input type="checkbox"/> Use an ellipsis to indicate an omission <input type="checkbox"/> Use a semicolon to link two or more closely related independent clauses <input type="checkbox"/> Use a colon to introduce a list or quotation <input type="checkbox"/> Apply hyphen conventions <input type="checkbox"/> Apply conventional rules to spell words correctly <input type="checkbox"/> Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking <input type="checkbox"/> Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing <input type="checkbox"/> Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work <input type="checkbox"/> Consult reference materials when needed <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking <input type="checkbox"/> Apply and expand capitalization, punctuation, and spelling skills from previous grades <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of language and its conventions when: <ul style="list-style-type: none"> <input type="checkbox"/> Writing below grade level <input type="checkbox"/> Speaking below grade level <input type="checkbox"/> Reading below grade level texts <input type="checkbox"/> Listening to below grade level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose language that expresses ideas precisely and concisely <input type="checkbox"/> Recognize and eliminate wordiness <input type="checkbox"/> Recognize and eliminate redundancy 	<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of language and its conventions when: <ul style="list-style-type: none"> <input type="checkbox"/> Writing on grade level <input type="checkbox"/> Speaking on grade level <input type="checkbox"/> Reading grade level texts <input type="checkbox"/> Listening to grade level texts <input type="checkbox"/> Use verbs in the active voice to achieve particular effects <input type="checkbox"/> Use verbs in the passive voice to achieve particular effects <input type="checkbox"/> Use verbs in the conditional mood to achieve particular effects <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of language to: <ul style="list-style-type: none"> <input type="checkbox"/> make effective choices for meaning <input type="checkbox"/> comprehend more fully when reading <input type="checkbox"/> comprehend more fully when listening <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify context clues <input type="checkbox"/> Determine word parts <input type="checkbox"/> Understand word relationships <input type="checkbox"/> Use reference materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts reading and content <input type="checkbox"/> Choosing flexibly from a range of strategies when reading grade-level texts: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content <input type="checkbox"/> Interpret figures of speech in context based on below grade-level reading and content 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine nuances in word meanings <input type="checkbox"/> Identify the connotations of grade-level words 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content <input type="checkbox"/> Interpret figures of speech in context based on grade-level reading and content <input type="checkbox"/> Distinguish among the connotations of words with similar denotations <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the role of figurative language in a text based on grade-level reading and content <input type="checkbox"/> Analyze nuances in the meaning of words with similar denotations with grade-level texts and content <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Acquire and use general academic and domain-specific words and phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words or phrases important to comprehension <input type="checkbox"/> Identify words or phrases important to expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade-level general academic and domain-specific words and phrases <input type="checkbox"/> Accurately use grade-level general academic and domain-specific words and phrases <input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension <input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to expression <input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression <input type="checkbox"/> Shows L.8.6 proficiency with increasingly complex texts and content