

# English Language Arts: Grade 8

## Reading Standards for Literature

### Key Ideas and Details

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1](#)
- 2 Analyze literary text development. [RL.8.2](#)
  - a 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. [RL.8.2.A](#)
  - b Incorporate a theme and its relationship to other story elements into an objective summary of the text. [RL.8.2.B](#)
- 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. [RL.8.3](#)

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### Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4](#)
- 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. [RL.8.5](#)
- 6 Analyze how differences in point of view and/or perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6](#)

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### Integration of Knowledge and Ideas

- 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. [RL.8.7](#)
- 8 (Not applicable to literature) [RL.8.8](#)
- 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. [RL.8.9](#)

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### Range of Reading and Level of Text Complexity

- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. [RL.8.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1](#)
  - 2 Analyze informational text development. [RI.8.2](#)
    - a Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. [RI.8.2.A](#)
    - b Incorporate central ideas and their relationships into an objective summary of the text. [RI.8.2.B](#)
  - 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3](#)
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### Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. [RI.8.4](#)
  - 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. [RI.8.5](#)
  - 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. [RI.8.6](#)
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### Integration of Knowledge and Ideas

- 7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7](#)
  - 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. [RI.8.8](#)
  - 9 Analyze how two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9](#)
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### Range of Reading and Level of Text Complexity

- 10 By the end of the year, read and comprehend literary nonfiction, at the high end of the grades 6-8 text complexity band independently and proficiently. [RI.8.10](#)
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## Writing Standards

### Text Types and Purposes

- 1 Write arguments to support claims with clear reasons and relevant evidence. **W.8.1**
  - a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **W.8.1.A**
  - b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **W.8.1.B**
  - c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W.8.1.C**
  - d Establish and maintain a tone and style appropriate to the task and audience. **W.8.1.D**
  - e Provide a concluding statement or section that follows and supports the argument presented. **W.8.1.E**
- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.8.2**
  - a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W.8.2.A**
  - b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W.8.2.B**
  - c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W.8.2.C**
  - d Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.8.2.D**
  - e Establish and maintain a formal style. **W.8.2.E**
  - f Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.8.2.F**
- 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.8.3**
  - a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **W.8.3.A**
  - b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **W.8.3.B**
  - c 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. **W.8.3.C**
  - d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **W.8.3.D**

- e Provide a conclusion that follows and reflects on the narrated experiences or events. **W.8.3.E**
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### **Production and Distribution of Writing**

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.8.4**
  - 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) **W.8.5**
  - 6 Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. **W.8.6**
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### **Research to Build and Present Knowledge**

- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W.8.7**
  - 8 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. **W.8.8**
  - 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.8.9**
    - a Apply grade 8 Reading standards to literature (e.g., “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”). **W.8.9.A**
    - b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). **W.8.9.B**
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### **Range of Writing**

- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W.8.10**
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## Speaking and Listening Standards

### Comprehension and Collaboration

- 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. **SL.8.1**
  - 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. **SL.8.1.A**
  - b Follow rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), track progress toward specific goals and deadlines, and define individual roles as needed. **SL.8.1.B**
  - c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL.8.1.C**
  - d Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. **SL.8.1.D**
- 2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL.8.2**
- 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. **SL.8.3**

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### Presentation of Knowledge and Ideas

- 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. **SL.8.4**
  - 5 Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. **SL.8.5**
  - 6 Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate; use appropriate eye contact, adequate volume, and clear pronunciation. (See grade 8 Language standards 1 and 3 for specific expectations) **SL.8.6**
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## Language Standards

### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.1**
    - a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. **L.8.1.A**
    - b Form and use verbs in the active and passive voice. **L.8.1.B**
    - c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.1.C**
    - d Recognize and correct inappropriate shifts in verb voice and mood. **L.8.1.D**
  - 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.2**
    - a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. **L.8.2.A**
    - b Use an ellipsis to indicate an omission. **L.8.2.B**
    - c Spell correctly, consulting references as needed. **L.8.2.C**
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### Knowledge of Language

- 3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3**
  - a Use verbs in the active or passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). **L.8.3.A**

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## Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **L.8.4**
  - a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L.8.4.A**
  - b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). **L.8.4.B**
  - c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L.8.4.C**
  - d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). **L.8.4.D**
- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.8.5**
  - a Interpret figures of speech (e.g., verbal irony, puns) in context. **L.8.5.A**
  - b Use the relationship between particular words to better understand each of the words. **L.8.5.B**
  - c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **L.8.5.C**
- 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.8.6**