

Grade 8

Foundations for Reading FFR

See Kindergarten through grade five for Foundations for Reading standards.

Developing Skilled Readers and Building Reading Stamina DSR

- 1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. 8.DSR.1**
 - A** Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 8.DSR.1.A
 - B** Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 8.DSR.1.B
 - C** When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). 8.DSR.1.C
 - D** Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 8.DSR.1.D
 - E** Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). 8.DSR.1.E

Reading and Vocabulary RV

- RV. The student will systematically build vocabulary and word knowledge based on grade eight content and texts. 8.RV**

1 Vocabulary Development and Word Analysis 8.RV.1

- A Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics. 8.RV.1.A
- B Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or phrases. 8.RV.1.B
- C Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words. 8.RV.1.C
- D Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. 8.RV.1.D
- E Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom. 8.RV.1.E
- F Discriminate between the meanings of connotative words and their denotative meanings. 8.RV.1.F
- G Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech. 8.RV.1.G
- H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 8.RV.1.H

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. 8.RL

1 Key Ideas and Plot Details 8.RL.1

- A Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages. 8.RL.1.A
- B Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view. 8.RL.1.B
- C Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text. 8.RL.1.C

2 Craft and Style 8.RL.2

- A Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader. 8.RL.2.A
- B Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice. 8.RL.2.B
- C Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 8.RL.2.C
- D Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise. 8.RL.2.D

3 Integration of Concepts 8.RL.3

- A Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. 8.RL.3.A
- B Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history. 8.RL.3.B
- C Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics. 8.RL.3.C

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. 8.RI

1 Key Ideas and Confirming Details 8.RI.1

- A Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events. 8.RI.1.A
- B Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. 8.RI.1.B
- C Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims. 8.RI.1.C

2 Craft and Style 8.RI.2

- A Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. 8.RI.2.A
- B Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text. 8.RI.2.B
- C Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints. 8.RI.2.C

3 Integration of Concepts 8.RI.3

- A Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented. 8.RI.3.A
- B Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence. 8.RI.3.B

Foundations for Writing FFW

See Kindergarten through grade five for Foundations for Writing standards.

Writing W

W. The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts. 8.W

1 Modes and Purposes for Writing 8.W.1

- A Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action. 8.W.1.A
- B Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts. 8.W.1.B
- C Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made. 8.W.1.C
- D Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s). 8.W.1.D

2 Organization and Composition 8.W.2

- A Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes: 8.W.2.A
 - i Composing a thesis statement that states a position or explains the purpose. 8.W.2.A.I
 - ii Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view. 8.W.2.A.II
 - iii Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate. 8.W.2.A.III
 - iv Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts. 8.W.2.A.IV
 - v Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. 8.W.2.A.V
 - vi Expanding and embedding ideas to create sentence variety. 8.W.2.A.VI
 - vii Providing a concluding statement or section. 8.W.2.A.VII

3 Usage and Mechanics 8.W.3

- A Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. 8.W.3.A
- B Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). 8.W.3.B

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 8.LU

1 Grammar 8.LU.1

- A Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. 8.LU.1.A
- B Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. 8.LU.1.B
- C Use specific adjectives and adverbs to enhance speech and writing. 8.LU.1.C
- D Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing. 8.LU.1.D
- E Maintain consistent verb tense across paragraphs in writing. 8.LU.1.E

2 Mechanics 8.LU.2

- A Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing. 8.LU.2.A
 - B Use and punctuate dialogue and direct quotations appropriately in writing. 8.LU.2.B
 - C Recognize and consistently spell frequently used words accurately. 8.LU.2.C
 - D Consult reference materials to check and correct spelling. 8.LU.2.D
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Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 8.C

1 Communication, Listening, and Collaboration 8.C.1

- A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes: 8.C.1.A
 - i Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions. 8.C.1.A.I
 - ii Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work. 8.C.1.A.II
 - iii Asking clarifying questions and responding appropriately to others' questions to encourage discussion, foster understanding, and maintain focus on the topic. 8.C.1.A.III
 - iv Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses. 8.C.1.A.IV
 - v Thoughtfully paraphrasing and summarizing ideas made during discussions. 8.C.1.A.V
 - vi Acknowledging new insights expressed by others, and, when justified, modifying their own views. 8.C.1.A.VI
 - vii Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal. 8.C.1.A.VII
 - viii Using self-reflection to evaluate one's own role in preparation and participation in small-group activities. 8.C.1.A.VIII

2 Speaking and Presentation of Ideas 8.C.2

- A Deliver collaborative and individual formal and informal interactive presentations
This includes: 8.C.2.A
 - i Clearly communicating information in an organized and succinct manner. 8.C.2.A.I
 - ii Incorporating pertinent descriptions, facts, details, and examples to support the main ideas. 8.C.2.A.II
 - iii Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume. 8.C.2.A.III
 - iv Responding to audience questions and comments with relevant evidence, observations, and ideas. 8.C.2.A.IV
 - v Referencing source material as appropriate during the presentation. 8.C.2.A.V

3 Integrating Multimodal Literacies 8.C.3

- A Plan and present a multimodal presentation that 8.C.3.A
 - i Sequences ideas logically. 8.C.3.A.I
 - ii Uses pertinent descriptions, facts, and details. 8.C.3.A.II
 - iii Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). 8.C.3.A.III
 - iv Emphasizes different points of view. 8.C.3.A.IV
- B Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning. 8.C.3.B

4 Examining Media Messages 8.C.4

- A Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions). 8.C.4.A
- B Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media. 8.C.4.B
- C Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial). 8.C.4.C

Research R

- R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning. 8.R

1 Evaluation and Synthesis of Information 8.R.1

- A Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. 8.R.1.A
- B Collect, organize, and synthesize information from multiple sources using various notetaking formats. 8.R.1.B
- C Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases. 8.R.1.C
- D Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. 8.R.1.D
- E Organize and share findings in formal and informal oral or written formats. 8.R.1.E
- F Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style. 8.R.1.F
- G Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. 8.R.1.G