

## Eighth Grade ELA Standards to be Addressed in the Second Quarter

Please See PARCC [Evidence Tables](#) for PARCC Expectations

Please see PARCC [Framework](#) for PARCC Expectations

**Standards in bold print will be tested on Q2 District Interim Test**

**Throughout the quarter students will cite evidence. Throughout the quarter students will analyze content.**

### Reading Standards for Literature

### Reading Standards for Informational Text

RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

**WIDA. Highlight key language to cite textual evidence. Use a three-column graphic organizer to categorize textual evidence.**

RL2. Determine a theme or central idea 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.

**RI2. 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.**

**WIDA. Discuss the main ideas and supporting details using a graphic organizer to write a summary.**

RL3. 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.

RI3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RL4. 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.

RI4. 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 on meaning and tone, including analogies or allusions to other texts.

RL5. 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.

**RI5. 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.**

**WIDA. Identify and evaluate the text structure. Highlight text features with a partner and do text feature walk with a small group.**

RL6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**RI6. 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.**

**WIDA. Highlight evidence of author's point of view with a partner. Create their own comic strip to understanding of the author's point of view.**

RL7. Analyze the extent to which a filmed or live production of a

RI7. Evaluate the advantages and disadvantages of using different

story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RL8. Is not applicable to literature.	<b>RI8. 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.</b> <b>WIDA. Provide an outline for the argument. Have small group discussion to highlight evidence to eliminate irrelevant evidence to support the claim.</b>
RL9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI9 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.

### Writing Standards/Language Standards

**Throughout the quarter, students will 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 tasks, purposes, and audiences.**

**Throughout the quarter students will study and apply grammar**

**Please See PARCC [Evidence Tables](#) for PARCC Expectations**

Writing Standards	Language Standards
<p><b>W1. Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p><b>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</b></p> <p><b>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b></p> <p><b>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</b></p> <p><b>d. Establish and maintain a formal style.</b></p> <p><b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p> <p><b>WIDA. Use graphic organizers (e.g., T-charts, Venn Diagrams, and story maps), two column notes for claims, word banks, and grading rubric. Discuss with a partner who have similar claims or</b></p>	<p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>

<p>counter arguments and report to the class. Students could do a debate on claims.</p>	
<p><b>W4. 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.)</b>  <b>WIDA. Use graphic organizers (e.g., T-charts, Venn Diagrams, and story maps), word banks, and grading rubric.</b></p>	<p>L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and 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).</p>
<p><b>W5. 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).</b>  <b>WIDA. Use a graphic organizer to implement writing process. Use grading rubric for peer editing paper.</b></p>	<p>L4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  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.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><b>W6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</b>  <b>WIDA. Use different writing and typing process (e.g., planning, pre-writing, editing, and final draft). Create PowerPoints, and Word documents.</b></p>	
<p><b>W7. 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.</b>  <b>WIDA. Be able to locate resources: online, newspaper, library, books, interviews, magazines, and speakers. Give visual aid or worksheet for steps of investigation.</b></p>	
<p><b>W8. 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.</b></p>	<p>L5. Demonstrate understanding of figurative language, word</p>

<p><b>WIDA. Give different examples of cited sources. Create hands-on games to cite sources. After reading, use sentence frames to convey the information in their own words.</b></p>	<p>relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>
<p><b>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>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 such as the Bible, including describing how the material is rendered new”).</b></p> <p><b>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”).</b></p> <p><b>WIDA. Highlight evidence with a partner to support particular points in the text. Find patterns related to literary characters, themes, and plots using graphic organizers with a partner. Give sentence frames to help support their claim in their argument.</b></p>	<p>L6. 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.</p>

Speaking and Listening Standards	
Throughout the quarter students will conduct discussions	Throughout the quarter students will report findings
Comprehension and Collaboration	Presentation of Knowledge and Ideas
<p>SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched</p>	<p>SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SL5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>SL2. 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.</p>	<p>SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>
<p>SL3. 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.</p>	