

Grade 8 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. 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. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<ul style="list-style-type: none"> ➤ I can determine or clarify the meaning of unknown and multiple meaning words and phrases in grade level reading and content by using context clues, analyzing word parts, consulting general and specialized reference materials, and applying word solving strategies. (L8.2) ➤ I can verify the preliminary determination of the meaning of a word or phrase (either by checking the inferred meaning in context or by using a dictionary). (L8.2.a)
Language	<p>L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.</p> <p>b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> ➤ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L7.3) ➤ I can determine the denotative, connotative, and figurative meanings of words and phrases used in texts. (L7.3.a) ➤ When words have similar denotations, I can describe differences in connotation and their impact on meaning and tone. (L7.3.a) ➤ I can analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts. (L7.3.b)
Language	<p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <p>a.Active and passive voice verbs</p> <p>b.Indicative, imperative, interrogative, conditional, and subjunctive mood verbs</p> <p>c.Recognizing and correcting shifts in verb voice and mood</p>	<ul style="list-style-type: none"> ➤ I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (L8.5) ➤ I can appropriately use and explain the intended purpose of language choice with active and passive voice and mood verbs. (L8.5.a.b) ➤ I can recognize and correct shifts in verb voice and mood. (L8.5.c)
Language	<p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Punctuation to recognize a pause or break</p> <p>b. Ellipsis to indicate an omission</p> <p>c. Correct spelling</p>	<ul style="list-style-type: none"> ➤ I can demonstrate contextually appropriate use of the conventions of standard sized English capitalizations, punctuation and spelling when writing. (L8.6) ➤ I can appropriately use and explain the intended purpose in conventions with punctuation to recognize a pause or break, ellipsis' to indicate an omission, and correct spelling. (L8.6.a.b.c)
Reading	<p>R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can cite textual evidence that strongly supports an analysis of what the text says (explicitly and implicitly) and make logical inferences. (RI and RL) (R8.1)
Reading	<p>R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can summarize texts from a variety of genres to determine one or more themes or central idea (RI and RL) (R8.2) ➤ I can use texts from a variety of genres to analyze a theme or central ideas and analyze its development over the course of the text (RI and RL) (R8.2).

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Reading	<p>R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<ul style="list-style-type: none"> ➤ I can analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL 8.3) ➤ I can analyze how individuals, events, and ideas are introduced, related to each other and developed in informational text. (RI 8.3)
Reading	<p>R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<ul style="list-style-type: none"> ➤ I can determine the meaning of words and phrases, including figurative and connotative meanings. (RI and RL) (R8.4) ➤ I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI and RL) (R8.4).
Reading	<p>R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>	<ul style="list-style-type: none"> ➤ In literary texts, I can analyze how the differences between the point of view, perspectives, and possible biases, the audience, or readers created effects such as mood and tone. (R8.6) ➤ In informational texts, I can explain how an author's geographic location, identity, and/or culture affect perspective. (R8.6) ➤ In informational texts, I can analyze how the author addresses conflicting evidence or viewpoints. (R8.6)
Reading	<p>R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)</p>	<ul style="list-style-type: none"> ➤ I can trace and evaluate an argument and specific claims in a text (R8.8) ➤ I can assess whether the reasoning is valid and the evidence is relevant and sufficient and recognize when irrelevant evidence is introduced. (R8.8)
Speaking and listening	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a.Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b.Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals. c.Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. d.Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> ➤ I can engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others ideas and expressing mine clearly. (SL8.1) ➤ I can come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. (SL8.1.a) ➤ I can support a discussion by making connections, paraphrasing, clarifying, or explaining the evidence. (SL8.1.a) ➤ I can set and track specific norms and goals for collegial discussions gaining attention in respectful ways, (actively listening, speaking one at a time about the topics and texts under discussion). (SL8.1.b) ➤ I can pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (promoting multiple perspectives). (SL8.1.c) ➤ I can evaluate new information expressed and when warranted, qualify for justify one's own views in light of the evidence presented. (SL8.1.d)

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Writing	<p>W.8.2 Write text in a variety of modes:</p> <p>a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. TEACHER NOTE: IN GRADE 8, ARGUMENTATIVE WRITING IS MOST CRITICAL AND REINFORCED/TAUGHT THE MOST.</p> <p>b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</p>	<ul style="list-style-type: none"> ➤ I can write arguments to introduce and support claims using logical reasoning, relevant evidence, and literary theory. (W7.8.a) ➤ I can introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W7.2.a) ➤ I can use accurate, credible sources. (W8.2.a) ➤ I can write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content. (W8.2.b) ➤ I can introduce and develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (W8.2.b) ➤ I can organize ideas, concepts and information into broader categories in my writing. (W8.2.b) ➤ I can use formatting, graphics, and multimedia to my writing to aid in comprehension. (W8.2.b) ➤ I can write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. (W8.2.c) ➤ I can engage and orient the reader by establishing a context and point of view and introduce a narrator or characters using techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and characters. (W8.2.c)
Writing	<p>W.8.3 Create writing that utilizes:</p> <p>a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.</p> <p>b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.</p> <p>c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader</p>	<ul style="list-style-type: none"> ➤ I can create writing that provides an introduction that creates suspense and anticipation for the reader. (W7.3.a) ➤ I can create writing in which the structure of the text supports and clarifies the purpose and topic. (W7.3.a) ➤ I can create writing that provides a concluding statement appropriate to the mode of writing. (W7.3.a) ➤ I can create writing that utilizes a variety of appropriate transitions that connect and develop ideas. (W7.3.b) ➤ I can create writing that utilizes words, phrases, and clauses to create cohesion and clarify the relationships (word choice). (W7.3.c) ➤ I can use sensory language to describe experiences and events. (W7.3.c)
Writing	<p>W.8.5 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.</p>	<ul style="list-style-type: none"> ➤ With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W8.5) ➤ With guidance and support from peers and adults, I can develop and strengthen writing by focusing on how well purpose and audience have been addressed. (W8.5)

Domain	Promise Standard	Essential Learning Targets
Writing	<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<ul style="list-style-type: none"> ➤ I can gather relevant information from multiple print and digital sources, using search terms effectively. (W8.8) ➤ I can assess the credibility and accuracy of each source. (W8.8) ➤ I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W8.8)
Writing	<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)</p>	<ul style="list-style-type: none"> ➤ I can draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (W8.9)