

Grade 8

Reading Standards for Literature

Key Ideas and Details

- 1 Cite text to support inferences from stories and poems. [EE.RL.8.1](#)
- 2 Recount an event related to the theme or central idea, including details about character and setting. [EE.RL.8.2](#)
- 3 Identify which incidents in a story or drama lead to subsequent action. [EE.RL.8.3](#)

Craft and Structure

- 4 Determine connotative meanings of words and phrases in a text. [EE.RL.8.4](#)
- 5 Compare and contrast the structure of two or more texts. [EE.RL.8.5](#)
- 6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor. [EE.RL.8.6](#)

Integration of Knowledge and Ideas

- 7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text. [EE.RL.8.7](#)
- 9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. [EE.RL.8.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry. [EE.RL.8.10](#)

Reading Standards for Informational Text

Key Ideas and Details

- 1 Cite text to support inferences from informational text. [EE.RI.8.1](#)
- 2 Provide a summary of a familiar informational text. [EE.RI.8.2](#)
- 3 Recount events in the order they were presented in the text. [EE.RI.8.3](#)

Craft and Structure

- 4 Determine connotative meanings of words and phrases in a text. [EE.RI.8.4](#)
- 5 Locate the topic sentence and supporting details in a paragraph. [EE.RI.8.5](#)
- 6 Determine an author's purpose or point of view and identify examples from text to that describe or support it. [EE.RI.8.6](#)

Integration of Knowledge and Ideas

- 7 Determine whether a topic is best presented as audio, video, multimedia, or text. [EE.RI.8.7](#)
- 8 Determine the argument made by an author in an informational text. [EE.RI.8.8](#)
- 9 Identify where two different texts on the same topic differ in their interpretation of the details. [EE.RI.8.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding while actively reading or listening to literary nonfiction. [EE.RI.8.10](#)

Writing

Text Types and Purposes

- 1 Write claims about topics or texts. [EE.W.8.1](#)
 - a Introduce the claim and provide reasons or pieces of evidence to support it. [EE.W.8.1.A](#)
 - b Write reasons to support a claim about a topic or text. [EE.W.8.1.B](#)
- 2 Write to share information supported by details. [EE.W.8.2](#)
 - a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. [EE.W.8.2.A](#)
 - b Write one or more facts or details related to the topic. [EE.W.8.2.B](#)
 - c Write complete thoughts as appropriate. [EE.W.8.2.C](#)
 - d Use domain specific vocabulary related to the topic. [EE.W.8.2.D](#)
 - f Provide a closing. [EE.W.8.2.F](#)
- 3 Write about events or personal experiences. [EE.W.8.3](#)
 - a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. [EE.W.8.3.A](#)
 - c Use temporal words (e.g., first, then, next) to signal order. [EE.W.8.3.C](#)
 - d Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. [EE.W.8.3.D](#)
 - e Provide a closing. [EE.W.8.3.E](#)

Production and Distribution of Writing

- 4 Produce writing that is appropriate for the task, purpose, or audience. [EE.W.8.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.8.5](#)
- 6 Use technology, including the Internet, to produce writing to interact and collaborate with others. [EE.W.8.6](#)

Research to Build and Present Knowledge

- 7 Conduct short research projects to answer and pose questions based on one source of information. [EE.W.8.7](#)
- 8 Select quotes providing relevant information about a topic from multiple print or digital sources. [EE.W.8.8](#)
- 9 Use information from literary and informational text to support writing [EE.W.8.9](#)
 - a Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”). [EE.W.8.9.A](#)
 - b Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”). [EE.W.8.9.B](#)

Range of Writing

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.8.10](#)
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Speaking and Listening

Comprehension and Collaboration

- 1 Engage in collaborative discussions. [EE.SL.8.1](#)
 - a Come to discussions prepared to share information previously studied. [EE.SL.8.1.A](#)
 - b Follow simple rules and carry out assigned roles during discussions. [EE.SL.8.1.B](#)
 - c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. [EE.SL.8.1.C](#)
 - d Acknowledge new information expressed by others in a discussion and relate it to own ideas. [EE.SL.8.1.D](#)
- 2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats. [EE.SL.8.2](#)
- 3 Determine the argument made by a speaker on a topic. [EE.SL.8.3](#)

Presentation of Knowledge and Ideas

- 4 Present descriptions, facts, or details supporting specific points made on a topic. [EE.SL.8.4](#)
 - 5 Include multimedia and visual information into presentations. [EE.SL.8.5](#)
 - 6 Adapt communication to a variety of contexts and tasks. [EE.SL.8.6](#)
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Language

Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.8.1](#)
 - b Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). [EE.L.8.1.B](#)
 - c Use appropriate verbs to match nouns. [EE.L.8.1.C](#)
 - 2 Demonstrate understanding of conventions of standard English. [EE.L.8.2](#)
 - a Use end punctuation and capitalization when writing a sentence or question. [EE.L.8.2.A](#)
 - c Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns. [EE.L.8.2.C](#)
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Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.8.3](#)
 - a Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating. [EE.L.8.3.A](#)
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Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. [EE.L.8.4](#)
 - a Use context to determine which word is missing from a content area text. [EE.L.8.4.A](#)
 - b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). [EE.L.8.4.B](#)
 - c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. [EE.L.8.4.C](#)
- 5 Demonstrate understanding of word relationships and use. [EE.L.8.5](#)
 - a Demonstrate understanding of the use of multiple meaning words [EE.L.8.5.A](#)
 - b Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). [EE.L.8.5.B](#)
 - c Use descriptive words to add meaning when writing and communicating [EE.L.8.5.C](#)
- 6 Use general academic and domain- specific words and phrases across contexts. [EE.L.8.6](#)