

**Grade 8 ELA Common Core State Standards**  
**Approved for Rocketoons**

**READING INFORMATIONAL TEXT (RI)**

- **Key Ideas and Details**
  - **RI.8.1** - 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.8.2** - 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.
  - **RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **Craft and Structure**
  - **RI.8.4** - 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 on meaning and tone, including analogies or allusions to other texts.
  - **RI.8.5** - 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.8.6** - 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.
- **Integration of Knowledge and Ideas**
  - **RI.8.7** - 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.8.8** - 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.8.9** - 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.
- **Range of Reading and Level of Text Complexity**
  - **RI.8.10** - 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.

**WRITING (W)**

- **Text Types and Purposes**
  - **W.8.1** - Write arguments to support claims with clear reasons and relevant evidence.
    - a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    - b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    - c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    - d) Establish and maintain a formal style.
    - e) Provide a concluding statement or section that follows from and supports the argument presented.

- **W.8.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - f) 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.
  - g) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - h) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - i) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - j) Establish and maintain a formal style.
  - k) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - l) 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.
  - m) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - n) 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.
  - o) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - p) Provide a conclusion that follows from and reflects on the narrated experiences or events.

- **Production and Distribution of Writing**

- **W.8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing type are defined in standards 1-3 above.)
- **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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52)
- **W.8.6** - 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.

- **Research to Build and Present Knowledge**

- **W.8.7** - 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.8.8** - 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.8.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) 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”).
- **Range of Writing**
  - **W.8.10** - 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.

## **SPEAKING AND LISTENING (SL)**

- **Comprehension and Collaboration**
  - **SL.8.1** - 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.
    - 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.
    - b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
    - c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
    - d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
  - **SL.8.2** - 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.8.3** - 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.
- **Presentation of Knowledge and Ideas**
  - **SL.8.4** - 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.
  - **SL.8.5** - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
  - **SL.8.6** - 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 on page 52 for specific expectations)

## **LANGUAGE (L)**

- **Conventions of Standard English**
  - **L.8.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a) Form and use verbs in the active and passive voice.

- b) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - c) Recognize and correct inappropriate shifts in verb voice and mood.\*
- **L.8.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - d) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - e) Use an ellipsis to indicate an omission.
  - f) Spell correctly.
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**
  - **L.8.4** - 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.
    - 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., precede, recede, secede).
    - 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).
  - **L.8.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - e) Use the relationship between particular words to better understand each of the words.
    - f) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
  - **L.8.6** - 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.