

Leveraging Learning in Grade 8 ELA
[Missouri Learning Standards](#)

Strand	Grade 8 Priority Standard	Supporting Standards	Bundled Standards/Resources
Reading LiteraryText 8.RL.1	Approach texts as a reader by comprehending and interpreting grade appropriate literary texts.		
	8.RL.1.A Evidence/Inference - draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8.RL.1.B Word Meanings - Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings using context, affixes, or reference materials 8.RL.1.D Theme - determine the theme(s)/central idea of a text and analyze the development over the course of the text	8.RL.1.C Text Features Interpret visual elements of a text and draw conclusions from them (when applicable)	Literary Bundle: The Monkey's Paw This Achieve the Core block analyzes the short story, <i>The Monkey's Paw</i>. The following priority and supporting standards are included: 8.RL.1.A, 8.RL.1.B, 8.RL.1.D, 8.W.2.A.a, SL.1.A The Monkey's Paw Writer's Checklist Argumentative Writing Rubric Literary Bundle: Paul Revere's Ride This Achieve the Core block analyzes the poem, <i>Paul Revere's Ride</i>. The following priority and supporting standards are included: 8.RL.1.A, 8.RL.1.B, 8.RL.1.D, 8.W.2.A.b, 8.SL.1.A Paul Revere's Ride Writer's Checklist Informational/Explanatory Writing Rubric

Reading LiteraryText 8.RL.2			
	Approach texts as a writer by analyzing craft and structure in grade appropriate texts.		
	8.RL.2.B <i>Point of View</i> analyze how differences in the points of view of the characters and the audience or reader create dramatic irony in a literary text	8.RL.2.A <i>Structure</i> Analyze how an author's choice concerning a text's form or overall structure contributes to meaning	Literary Bundle: Flowers for Algernon This Achieve the Core block analyzes the story, <i>Flowers for Algernon</i>. The following priority and supporting standards are included: 8.RL.1.A, 8.RL.1.D, 8.RL.2.D, 8.RI.2.D, 8.RI.3.B, 8.W.2.A.b, 8.SL.1.A Flowers for Algernon Writer's Checklist Informational/Explanatory Writing Rubric
	8.RL.2.C/7.RI.2.C <i>Craft and Meaning</i> analyze how specific word choices and sentence structures contribute to meaning and tone		
	8.RL.2.D <i>Craft and Meaning</i> analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning		
	8.RL.3 (SUPPORTING STANDARD) Approach texts as a researcher by synthesizing/comparing/ contrasting ideas from multiple grade appropriate texts.		
		8.RL.3.A <i>Text Forms</i> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	

Reading LiteraryText 8.RL.3		8.RL.3.B <i>Relationships in Text</i> • Explain how contemporary texts make use of archetypal haracters or universal themes from older or traditional texts 8.RL.3.C <i>Historical Context</i> •Explain how themes reflect historical and/or cultural contexts 8.RL.3.D <i>Comprehension</i> •Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
Strand	Grade 8 Priority Standard	Supporting Standards	Resources
	Approach texts as a reader by comprehending and interpreting grade appropriate informational texts.		
	8.RI.1.A <i>Evidence/Inference</i> • draw conclusions, infer, and analyze by citing the textual evidence	8.RI.1.C <i>Text Features</i> •Interpret visual elements of a text and draw conclusions from them (when applicable)	Informational Bundle: Service Animals <i>This MO LEAP block utilizes multiple media to build literacy while learning about service animals. The following priority and supporting standards are included:</i>

Reading Informational Text 8.RI.1	<i>that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</i> <i>8.RI.1.B</i> <i>Word Meanings</i> • <i>determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials</i> <i>8.RI.1.D</i> <i>Theme</i> • <i>determine the theme(s)/central idea of a text and analyze the development over the course of the text</i>		RL.1.B, RL.2.B, RI.1.A, RI.1.B, RI.1.C, RI.1.D, RI.2.C, RI.3.A, W.1.A, W.2.A.a, W.2.A.b, W.3.A.a-d, SL.1.B, SL.1.C • MO LEAP Service Animals Teacher Notes • MO LEAP Service Animals Student Packet • Writer's Checklist • Narrative Writing Rubric
Approach texts as a writer by analyzing craft and structure in grade appropriate texts.			
Reading Informational Text 8.RI.2	<i>8.RI.2B</i> <i>Point of View</i> • <i>analyze how the author acknowledges and responds to conflicting evidence or points of view in an informational text</i> <i>8.RI.2.C</i> <i>Craft and Meaning</i> • <i>analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning</i>	<i>8.RI.2.A</i> <i>Structure</i> • <i>Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning t</i>	Informational Bundle: Social Change as a Result of the Industrial Revolution <i>This MO LEAP Block focuses on how factory work during the Industrial Revolution led to changes in society. The following priority and supporting standards are included:</i> 8.RI.1.A, 8.RI.1.D, 8.RI.2.A, 8.RI.2.B, 8.RI.2.C, 8.RI.3.A, 8.RI.3.C, 8.W.2.A.b, 8.W.3.A.c, 8.SL.1.B • MO LEAP Social Change as a Result of the Industrial Revolution Teacher Notes

Reading Informational Text 8.RI.3	8.RI.2D <i>Argument and Evidence</i> • <i>evaluate an author's argument, assessing whether reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</i>		• MO LEAP Social Change as a Result of the Industrial Revolution Student Packet • Informational/Explanatory Writing Rubric Informational Bundle: The Distracted Teenage Brain <i>This informational text with questions from Common Lit explores distracting behaviors in teens. The following priority standards are included:</i> 8.RI.1.B, 8.RI.1.D, 8.RI.2.D
	Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple grade appropriate texts.		
	8.RI.3.B <i>Relationships in Texts</i> • <i>analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation</i>	8.RI.3.A <i>Text Forms</i> • <i>Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.</i> 8.RI.3.C <i>Historical Context</i> • <i>Explain how the central ideas of a text reflect historical and/or cultural contexts</i> 8.RI.3.D <i>Comprehension</i> • <i>Read and comprehend informational text independently and proficiently.</i>	Informational Bundle: The History and Culture of Hawaii <i>This MO LEAP block covers the history and culture of Hawaii. Students will utilize multiple media to build literacy skills while learning about the state. The following priority and supporting standards are included:</i> 8.RL.1.B, 8.RL.2.B, 8.RI.1.A, 8.RI.1.B, 8.RI.3.B, 8.RI.3.C, 8.W.2.A.a, 8.W.2.A.b, 8.W.3.A.c, 8.SL.1.B • MO LEAP History and Culture of Hawaii Teacher Notes • MO LEAP History and Culture of Hawaii Student Packet • Writer's Checklist • Informational/Explanatory Writing Rubric

Writing 8.W.1.A	8.W.1.A Approach the writing task as a researcher.		
	8.W.1.A.a <i>Research</i> - Conduct research to answer a question 8.W.1.A.b - integrate information - gather relevant, credible sources, 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		Writing Bundle: John's Experiment: Heating Sand This bundle utilizes multiple media to evaluate and investigate relationships when energy is transferred. The following priority and supporting standards are included: 8.RI.C; 8.W1.a; 8.W.2.b; 8.W.2.A.c Teacher Notes/Student Packet Writing Bundle: Get Ready to Rumble This bundle utilizes multiple media to build literacy skills while learning about the American Revolution War. The following priority and supporting standards are included: 8.RI.1.A; 8.RI.1.C; 8.RI.3.B; 8.W.1.A.a; 8.W.2.A.b; Teacher Notes with Rubrics ELA Integration Teacher Note
	8.W.2.A Approach the writing tasks as a writer.		
Writing 8.W.2.A	<i>Development</i> Follow a writing process to produce writings in narrative, expository and argumentative genres: 8.W.2.A.a Narrative writing, including poems about real or imagined		Writing Bundle: Civil War This bundle utilizes multiple media to analyze the experiences that occurred during the Civil War. Utilizing the resources to create a narrative (writing prompt in ELA Integration Notes). The following priority and supporting standards are included: 8.RI.1.A; 8.RI.1.C; 8.RL.3.C; 8.W.2.A.a 8.W.3.a-d

Writing 8.W.3.A	<i>experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details</i> 8.W.2.A.b ● <i>Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</i> 8.W.2.A.c ● <i>Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims, counterclaims, and supporting evidence.</i>		Teacher Notes with Rubrics Writing Bundle: MO LEAP-Colonial Settlement <i>In this MO LEAP block for Social Studies, students will learn about the settlements of the English colonies. The following priority and supporting standards are included:</i> 8.W.1.A.a; 8.W.2.A.c; 8.RI.1.A; 8.RI.1.C; 8.W.2.A.b 8.SL.2.C Colonial Settlement Teacher Notes with Rubrics ELA Integration Teacher Notes Writing Bundle: MO LEAP- Science Evolution of the Andes <i>In this MO LEAP block for Science, students will individually construct arguments for the relationship between the mountains and the sloths using their models as evidence. The following priority and supporting standards are included:</i> 8.RI.1.A; 8.RI.1.C; 8.RI.1.D; 8.W.1.A.a; 8.W.2.A.c;
	8.W.3.A Approach the writing task as a reader.		
	<i>Revise, and edit writing with consideration for the task, purpose, and audience.</i> 8.W.3.A.a	8.W.3.A.e ● <i>Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas</i>	8.W.3.A.a,b,c,d are included in the following bundles: Teacher Guides: MO LEAP Block-Service Animals

	- introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve writer's purpose 8.W.3.A.b - choose precise language and make syntactical choices appropriate for the style, task, and audience 8.W.3.A.c - demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 8.W.3.A.d - use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts	efficiently, and interact and collaborate with others.	MO LEAP Block-Social Change as a Result of the Industrial Revolution MO LEAP Block-The History and Culture of Hawaii
Strand	Grade 8 Priority Standard	Supporting Standards	Resources
Speaking/ Listening	8.SL.1 Collaborating		
	8.SL.1.B Questioning delineate a speaker's argument and claims, evaluating reasoning	8.SL.1.A Conversations Follow rules for collegial discussions and decision-making,	Speaking and Listening Standards are incorporated in bundles above.

	<i>and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</i> 8.SL.1.C <i>Viewpoints of Others</i> ● <i>Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented</i>	<i>track progress toward specific goals and deadlines, and define individual roles as needed.</i>	
	8.SL.2 Presenting		
		8.SL.2.A <i>Verbal Delivery</i> ● <i>Speak audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.</i> 8.SL.2.B <i>Nonverbal</i> ● <i>Make consistent eye contact with a range of listeners when speaking, using effective gestures</i>	

		<i>to communicate a clear viewpoint and engage listeners</i> <i>8.SL.2.C Multimedia</i> ●<i>Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest</i>	
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