

## GRADE 8 ELA

ELA has a total of seven standards that students are working toward. These **Standards** at this grade level serve as a benchmark to a students' success. To receive a grade, students are assessed on specific skills and criteria within that standard called **Performance Indicators**.

Standard	Performance Indicators
Reading	Determine theme(s) or central idea(s) of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary.
	Analyze how any genre of text makes connections among and distinctions between individuals, ideas, or events. (RL.3, RI.3)
	Determine the meaning of words and phrases as they are used in grade level texts (i.e. figurative, connotative, and/or technical meanings); analyze the impact of specific word choices on meaning and tone.
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Analyze how an author's or characters' points of view impact the text.
	Evaluate the advantages and disadvantages of using different media to present a topic, idea, or literary work (and how it stays faithful or departs from literary text).
	Identify and evaluate a claim given by an author, the reasons provided to support the claim, the relevance of the evidence for those reasons, and the use of a counterclaim.
	Compare and contrast at least two grade level texts on the same topic or theme.
Writing Arguments	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant evidence demonstrating an understanding of the topic or text.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding paragraph that follows from and supports the argument presented.
Writing Informatives and Narratives (instructed but reporting is optional)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information in broader categories. (instructed but reporting is optional)
	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (instructed but reporting is optional)
	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. (instructed but reporting is optional)
	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (instructed but reporting is optional)

	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (instructed but reporting is optional)
	Use precise language and domain-specific vocabulary to inform/explain a topic, capture the action, or convey experiences and events. (instructed but reporting is optional)
	Provide a concluding statement or conclusion that supports and reflects the informative or narrative piece. (instructed but reporting is optional)
<b>Writing Process</b>	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.
	Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	Acquire and use precise language and domain-specific words and phrases-important to comprehension or expression.
<b>Writing Research</b>	Gather relevant information from multiple self-selected print and digital sources, using search terms effectively.
	Assess the credibility and accuracy of each self-selected source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from self-selected literary or informational texts to support analysis, reflection, and research. Apply grade-level appropriate reading standards to literature and literary nonfiction.
<b>Speaking and Listening Discussion</b>	Come to discussions prepared, explicitly draw on that preparation by referring to evidence to examine and reflect on ideas under discussion and acknowledge new information expressed by others, and qualify or justify views in light of the evidence presented.
	Follow rules for collegial discussions and decision-making, and fulfil individual roles as appropriate.
	Pose questions in response to others' ideas and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>Speaking and Listening Presentation</b>	Introduce claims or main idea, present the most important points in a focused logical manner with relevant descriptions, facts, details, and examples, and provide a conclusion.
	Use appropriate eye contact, pacing, volume, and clear pronunciation.
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	Style of presentation matches the task and audience.
	Acquire and use precise language and domain-specific words and phrases important to comprehension or expression.