

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS GRADE 8



| <b>DOMAIN: Reading Standards for Literature</b>  |                   |   |
|--|-------------------|---|
| By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |                   |   |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Key Ideas and Details (KID)</i></b>   |
|  | <b>8.RL.KID.1</b> | <b>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.</b>   |
| <b>Focus</b>   | 8.RL.KID.1.1.b    | Cite compelling evidence from a story, drama, or poem to support the explicit meaning of the text   |
| <b>Focus</b>   | 8.RL.KID.1.2.c    | Cite compelling evidence to support an inference drawn from a story, drama, or poem   |
|  | <b>8.RL.KID.2</b> | <b>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</b>                         |
| <b>Focus</b>   | 8.RL.KID.2.1.c    | Infer a theme of a story, drama, or poem using compelling evidence provided in the text   |
| <b>Focus</b>   | 8.RL.KID.2.2.b    | Describe the development of characters in relation to a theme over the course of a story, drama, or poem  |
| <b>Focus</b>   | 8.RL.KID.2.3.b    | Analyze the development of the plot in relation to a theme over the course of a story, drama, or poem   |
| <b>Focus</b>   | 8.RL.KID.2.4.b    | Describe how changes in the setting relate to the theme over the course of a story, drama, or poem  |
| <b>Focus</b>   | 8.RL.KID.2.5.c    | Create an objective summary of a story, drama, or poem  |
|  | <b>8.RL.KID.3</b> | <b>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b>  |
| <b>Focus</b>   | 8.RL.KID.3.1.b    | Analyze how the author's use of incidents in a story or drama propel the action, explain a character, or provoke a decision   |
| <b>Focus</b>   | 8.RL.KID.3.2.b    | Analyze how the author's use of dialogue in a story or drama propel the action, explain a character, or provoke a decision  |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Craft and Structure (CAS)</i></b>   |
|  | <b>8.RL.CAS.4</b> | <b>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b> |
| <b>Focus</b>   | 8.RL.CAS.4.1.b    | Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem  |
| <b>Focus</b>   | 8.RL.CAS.4.2.b    | Determine the connotative meaning of words and phrases in a story, drama, or poem   |
| <b>Focus</b>   | 8.RL.CAS.4.3.b    | Analyze the author's use of specific word choices to create meaning in a story, drama, or poem  |
| <b>Focus</b>   | 8.RL.CAS.4.4.b    | Analyze the impact of specific word choices on the meaning of a story, drama, or poem   |
| <b>Focus</b>   | 8.RL.CAS.4.5.b    | Analyze the impact of specific word choices on the tone of a story, drama, or poem  |
| <b>Focus</b>   | 8.RL.CAS.4.6.b    | Determine the meaning of words and phrases in a story, drama, or poem   |
|  | <b>8.RL.CAS.5</b> | <b>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b>  |
| <b>Focus</b>   | 8.RL.CAS.5.1.b    | Compare and contrast the structure of two or more stories, dramas, or poems   |
| <b>Focus</b>   | 8.RL.CAS.5.2.b    | Analyze how the structure of two or more stories, dramas, or poems relates to their meaning   |
| <b>Focus</b>   | 8.RL.CAS.5.3.b    | Analyze how the structure of two or more stories, dramas, or poems relates to their style   |
|  | <b>8.RL.CAS.6</b> | <b>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</b>   |
| <b>Focus</b>   | 8.RL.CAS.6.1.b    | Analyze how the different points of view of characters and the audience create effects in a story, drama, or poem   |
| <b>Focus</b>   | 8.RL.CAS.6.2.b    | Analyze how the different points of view of characters and the reader create effects in a story, drama, or poem   |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>  |
|  | <b>8.RL.IKI.7</b> | <b>7. 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.</b>  |
| Supporting   | 8.RL.IKI.7.1.b    | Compare and contrast the choices made by a director of a film or live production of a story or drama to its original text/script  |

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| Supporting   | 8.RL.IKI.7.2.b    | Evaluate the choices made by the director or actors in a film or live production to stay faithful to the original script  |
|  | <b>8.RL.IKI.9</b> | <b>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</b>                          |
| Focus  | 8.RL.IKI.9.1.b    | Relate the themes found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works   |
| Focus  | 8.RL.IKI.9.2.b    | Relate the patterns of events found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works   |
| Focus  | 8.RL.IKI.9.3.b    | Relate character types found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works  |
| <b>DOMAIN: Reading Standards for Informational Text</b>  |                   |   |
| By the end of the year, read and comprehend literary nonfiction at the high end of grades 6–8 text complexity band independently and proficiently. |                   |   |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Key Ideas and Details (KID)</i></b>   |
|  | <b>8.RI.KID.1</b> | <b>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.</b>   |
| Focus  | 8.RI.KID.1.1.b    | Cite compelling evidence from an informational text to support the meaning of the text  |
| Focus  | 8.RI.KID.1.2.c    | Cite compelling evidence to support an inference drawn from a story, drama, or poem   |
|  | <b>8.RI.KID.2</b> | <b>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.</b>   |
| Focus  | 8.RI.KID.2.1.b    | Describe the development of a key idea over the course of an informational text   |
| Focus  | 8.RI.KID.2.2.c    | Create an objective summary of an informational text  |
|  | <b>8.RI.KID.3</b> | <b>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b>  |
| Focus  | 8.RI.KID.3.1.b    | Compare and contrast connections between individuals, ideas, or events from an informational text   |
| Focus  | 8.RI.KID.3.2.b    | Compare and contrast the distinctions between individuals, ideas, or events in an informational text  |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Craft and Structure (CAS)</i></b>   |
|  | <b>8.RI.CAS.4</b> | <b>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.</b> |
| Focus  | 8.RI.CAS.4.1.b    | Determine the meaning of words and phrases that are used figuratively in an informational text  |
| Focus  | 8.RI.CAS.4.2.b    | Determine the meaning of words and phrases that have connotative meanings in an informational text  |
| Supporting   | 8.RI.CAS.4.3.b    | Determine the meaning of words and phrases that have technical meanings in an informational text  |
| Focus  | 8.RI.CAS.4.4.b    | Analyze the impact of word choice on the meaning and tone of an informational text  |
|  | <b>8.RI.CAS.5</b> | <b>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.</b>   |
| Focus  | 8.RI.CAS.5.1.b    | Analyze how particular sentences develop and refine a key concept in a paragraph of an informational text   |
| Supporting   | 8.RI.CAS.5.2.b    | Analyze how the structure of a specific paragraph in an informational text develops a key concept   |
|  | <b>8.RI.CAS.6</b> | <b>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.</b>  |
| Focus  | 8.RI.CAS.6.1.b    | Identify an author's point of view or purpose in an informational text  |
| Focus  | 8.RI.CAS.6.2.b    | Evaluate an author's response to conflicting evidence or viewpoints in an informational text  |
| <b>Status:</b>   | <b>OCS Code:</b>  | <b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>  |
|  | <b>8.RI.IKI.7</b> | <b>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.</b>  |
| Supporting   | 8.RI.IKI.7.1.b    | Evaluate the advantages and disadvantages of using different mediums to present information on a topic or idea  |

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|   | <b>8.RI.IKI.8</b> | <b>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.</b> |
| <b>Focus</b>  | 8.RI.IKI.8.1.b    | Evaluate an argument and its specific claims presented in an informational text  |
| <b>Focus</b>  | 8.RI.IKI.8.2.b    | Evaluate whether the reasoning used to support specific claims in an informational text is sound   |
| <b>Focus</b>  | 8.RI.IKI.8.3.b    | Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient  |
|   | <b>8.RI.IKI.9</b> | <b>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.</b>                                    |
| <b>Focus</b>  | 8.RI.IKI.9.1.b    | Evaluate two or more informational texts on the same topic which make different claims based on conflicting evidence   |
| <b>DOMAIN: Reading Standards for Literacy in History/Social Studies</b>   |                   |  |
| By the end of the year, read and comprehend history/social studies texts at the high end of grades 6–8 text complexity band independently and proficiently. |                   |  |
| <b>Status:</b>  | <b>OCS Code:</b>  | <b>Strand: <i>Key Ideas and Details (KID)</i></b>  |
|   | <b>8.RH.KID.1</b> | <b>1. Cite specific textual evidence to support analysis of primary and secondary sources.</b>   |
| <b>Focus</b>  | 8.RH.KID.1.1.b    | Distinguish between a primary source and a secondary source  |
| <b>Focus</b>  | 8.RH.KID.1.2.b    | Cite compelling evidence to support key ideas in a primary and secondary source  |
| <b>Focus</b>  | 8.RH.KID.1.3.b    | Evaluate the strength of evidence provided in a primary and secondary source to support a key idea   |
|   | <b>8.RH.KID.2</b> | <b>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b>  |
| <b>Focus</b>  | 8.RH.KID.2.1.b    | Describe the central idea of a primary and secondary source  |
| <b>Focus</b>  | 8.RH.KID.2.2.c    | Create an accurate and objective summary of a primary and secondary source   |
|   | <b>8.RH.KID.3</b> | <b>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</b>  |
| <b>Focus</b>  | 8.RH.KID.3.1.b    | Identify the steps of a process described in a multiparagraph history/social science text  |
| <b>Focus</b>  | 8.RH.KID.3.2.b    | Summarize a process described in a history/social studies text   |
| <b>Status:</b>  | <b>OCS Code:</b>  | <b>Strand: <i>Craft and Structure (CAS)</i></b>  |
|   | <b>8.RH.CAS.4</b> | <b>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b>   |
| Supporting  | 8.RH.CAS.4.1.b    | Determine the meaning of content related vocabulary that appear throughout a history/social studies text   |
| <b>Focus</b>  | 8.RH.CAS.4.2.b    | Determine the meaning of words and phrases in the context of the entire history/social studies text  |
| <b>Focus</b>  | 8.RH.CAS.4.3.b    | Describe changes in the meaning of words and phrases over the course of a history/social studies text  |
|   | <b>8.RH.CAS.5</b> | <b>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</b>  |
| <b>Focus</b>  | 8.RH.CAS.5.1.b    | Analyze the differences among historical/social studies texts that use sequential, comparative, or causal structures to present information  |
| <b>Focus</b>  | 8.RH.CAS.5.2.b    | Relate the use of a sequential, comparative, or causal structure in a history/social science text to the author’s purpose  |
|   | <b>8.RH.CAS.6</b> | <b>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</b>   |
| <b>Focus</b>  | 8.RH.CAS.6.1.b    | Evaluate the impact of emotive language in a history/social studies text in achieving an author’s point of view or purpose   |
| <b>Focus</b>  | 8.RH.CAS.6.2.b    | Analyze how the inclusion of ideas and details in a history/social studies text achieve an author’s point of view or purpose   |
| <b>Focus</b>  | 8.RH.CAS.6.3.b    | Analyze how the exclusion of key ideas and details in a history/social studies text relates to an author’s point of view or purpose  |
| <b>Status:</b>  | <b>OCS Code:</b>  | <b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>   |
|   | <b>8.RH.IKI.7</b> | <b>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>  |
| Supporting  | 8.RH.IKI.7.1.c    | Integrate visual information from print and digital history/social studies with other information  |
|   | <b>8.RH.IKI.8</b> | <b>8. Distinguish among fact, opinion, and reasoned judgment in a text.</b>  |

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| Focus   | 8.RH.IKI.8.1.b     | Analyze the impact of fact and opinion presented in a history/social studies text on making a reasoned judgment  |
| Focus   | 8.RH.IKI.8.2.b     | Differentiate between an opinion and a reasoned judgment in a history/social studies text  |
| Focus   | 8.RH.IKI.8.3.b     | Differentiate between a fact and a reasoned judgment in a history/social studies text  |
|   | <b>8.RH.IKI.9</b>  | <b>9. Analyze the relationship between a primary and secondary source on the same topic.</b>   |
| Focus   | 8.RH.IKI.9.1.b     | Analyze the treatment of the same topic in several primary and secondary sources   |
| Focus   | 8.RH.IKI.9.2.b     | Compare and contrast the treatments of the same topic in several primary and secondary sources   |
| <b>DOMAIN: Reading Standards for Literacy in Science and Technical Subjects</b>   |                    |  |
| By the end of the year read and comprehend science and technical texts at the high end of grades 6–8 text complexity band independently and proficiently. |                    |  |
| <b>Status:</b>  | <b>OCS Code:</b>   | <b>Strand: <i>Key Ideas and Details (KID)</i></b>  |
|   | <b>8.RST.KID.1</b> | <b>1. Cite specific textual evidence to support analysis of science and technical texts.</b>   |
| Focus   | 8.RST.KID.1.1.b    | Cite compelling evidence from a science or technical text to support an analysis of a key point  |
|   | <b>8.RST.KID.2</b> | <b>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</b>   |
| Focus   | 8.RST.KID.2.1.b    | Determine a key idea using compelling evidence from a science or technical text  |
| Focus   | 8.RST.KID.2.2.c    | Create an accurate and objective summary of a passage or chapter from a science or technical text  |
| Focus   | 8.RST.KID.2.3.c    | Develop a conclusion based on a passage or a chapter of a science or technical text  |
|   | <b>8.RST.KID.3</b> | <b>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</b>  |
| Focus   | 8.RST.KID.3.1.c    | Follow a multistep procedure from a science or technical text when carrying out an experiment  |
| Focus   | 8.RST.KID.3.2.c    | Follow a multistep procedure from a science or technical text when taking measurements   |
| Focus   | 8.RST.KID.3.3.c    | Follow a multistep procedure in a science or technical text when performing technical tasks  |
| <b>Status:</b>  | <b>OCS Code:</b>   | <b>Strand: <i>Craft and Structure (CAS)</i></b>  |
|   | <b>8.RST.CAS.4</b> | <b>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</b> |
| Supporting  | 8.RST.CAS.4.1.a    | Recognize the meaning of symbols that are found in a science or technical text   |
| Focus   | 8.RST.CAS.4.2.b    | Determine the meaning of key terms used in the context of a science or technical text  |
| Focus   | 8.RST.CAS.4.3.b    | Determine the meaning of domain-specific words and phrases found in a science or technical text  |
|   | <b>8.RST.CAS.5</b> | <b>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</b>  |
| Focus   | 8.RST.CAS.5.1.b    | Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented  |
| Focus   | 8.RST.CAS.5.2.b    | Analyze how the organizational structure of a science or technical text contributes to an understanding of its meaning as a whole  |
|   | <b>8.RST.CAS.6</b> | <b>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</b>   |
| Focus   | 8.RST.CAS.6.1.b    | Analyze the author's purpose in explaining an experiment in a science or technical text  |
| Focus   | 8.RST.CAS.6.2.b    | Analyze the author's purpose in describing a procedure for an experiment in a science or technical text  |
| Focus   | 8.RST.CAS.6.3.b    | Analyze the author's purpose in discussing an experiment in a science or technical text  |
| <b>Status:</b>  | <b>OCS Code:</b>   | <b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>   |
|   | <b>8.RST.IKI.7</b> | <b>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</b>      |
| Supporting  | 8.RST.IKI.7.1.c    | Integrate a visual representation of quantitative or technical information with the same information expressed in words in scientific or technical words   |
|   | <b>8.RST.IKI.8</b> | <b>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</b>  |

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| Focus   | 8.RST.IKI.8.1.b    | Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text   |
| Focus   | 8.RST.IKI.8.2.b    | Distinguish among facts, reasoned judgment based on research, and speculation that are presented in a science or technical text   |
|   | <b>8.RST.IKI.9</b> | <b>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</b>           |
| Focus   | 8.RST.IKI.9.1.b    | Compare and contrast information gained from science or technical text with information gained from experiments, simulations, video, or multimedia sources                          |
| <b>DOMAIN: Writing Standards</b>  |                    |   |
| 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 tasks, purposes, and audiences. |                    |   |
| <b>Status:</b>  | <b>OCS Code:</b>   | <b>Strand: <i>Text Types and Purposes (TTP)</i></b>   |
|   | <b>8.W.TTP.1</b>   | <b>1. Write arguments to support claims with clear reasons and relevant evidence.</b>   |
| Focus   | 8.W.TTP.1.1-1.c    | Introduce claim(s) when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.1-2.c    | Address alternate or opposing claims when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.1-3.c    | Organize reasons and evidence logically when writing an argumentative essay   |
| Focus   | 8.W.TTP.1.2-1.c    | Cite logical reasons and relevant evidence to support claims when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.2-2.c    | Use accurate, credible sources when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.2-3.c    | Write accurately about a topic or text when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.3-1.c    | Use words, phrases, and clauses to create cohesion when writing an argumentative essay  |
| Focus   | 8.W.TTP.1.3-2.c    | Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence when writing an argumentative essay   |
| Focus   | 8.W.TTP.1.4.c      | Maintain a formal style when writing an argumentative essay   |
| Focus   | 8.W.TTP.1.5.c      | Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay  |
|   | <b>8.W.TTP.2</b>   | <b>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
| Focus   | 8.W.TTP.2.1-1.c    | Introduce a topic when writing an informative/explanatory text by previewing what is to follow  |
| Focus   | 8.W.TTP.2.1-2.c    | Organize ideas, concepts, and information into broad categories when writing an informative/explanatory text  |
| Supporting  | 8.W.TTP.2.2-1.c    | Use a variety of methods to aid comprehension when writing an informative/explanatory text  |
| Focus   | 8.W.TTP.2.2-2.c    | Develop a topic with relevant, well-chosen information and examples when writing an informative/explanatory text  |
| Focus   | 8.W.TTP.2.3-1.c    | Use appropriate and varied transitions to create cohesion when writing an informative/explanatory text  |
| Focus   | 8.W.TTP.2.3-2.c    | Use appropriate and varied transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text   |
| Focus   | 8.W.TTP.2.4.c      | Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text   |
| Focus   | 8.W.TTP.2.5.c      | Maintain a formal style when writing an informative/explanatory text  |
| Focus   | 8.W.TTP.2.6.c      | Write a concluding statement or section that follows from and supports the information when writing an informative/explanatory text   |
|   | <b>8.W.TTP.3</b>   | <b>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>          |
| Focus   | 8.W.TTP.3.1-1.c    | Introduce a narrator and/or characters when writing a narrative   |
| Focus   | 8.W.TTP.3.1-2.c    | Organize an event sequence that unfolds naturally and logically when writing a narrative  |
| Focus   | 8.W.TTP.3.1-3.c    | Orient the reader by establishing a context and point of view when writing a narrative  |
| Focus   | 8.W.TTP.3.2.c      | Develop events and/or characters when writing a narrative   |
| Focus   | 8.W.TTP.3.3-1.c    | Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative   |
| Focus   | 8.W.TTP.3.3-2.c    | Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative   |
| Focus   | 8.W.TTP.3.3-3.c    | Use a variety of transition words, phrases, and clauses to show the relationships among events when writing a narrative   |

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| Focus   | 8.W.TTP.3.4.c     | Use appropriate words and phrases to convey experiences and events when writing a narrative  |
| Focus   | 8.W.TTP.3.5.c     | Write a conclusion that follows from and reflects on the narrated events when writing a narrative  |
| Status:   | OCS Code:         | <b>Strand: <i>Production and Distribution of Writing (PDW)</i></b>   |
|   | <b>8.W.PDW.4</b>  | <b>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 types are defined in Writing Standards 1–3.)</b>   |
| Supporting  | 8.W.PDW.4.1.c     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  |
|   | <b>8.W.PDW.5</b>  | <b>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.)</b> |
| Supporting  | 8.W.PDW.5.1.c     | Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach   |
| Supporting  | 8.W.PDW.5.2.c     | Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience  |
|   | <b>8.W.PDW.6</b>  | <b>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.</b>   |
| Supporting  | 8.W.PDW.6.1.c     | Use technology to produce and publish writing  |
| Supporting  | 8.W.PDW.6.2.c     | Use technology to present the relationships between information and ideas efficiently when producing and publishing writing  |
| Supporting  | 8.W.PDW.6.3.c     | Use technology to collaborate with others when producing and distributing writing  |
| Status:   | OCS Code:         | <b>Strand: <i>Research to Build and Present Knowledge (RBK)</i></b>  |
|   | <b>8.W.RBK.7</b>  | <b>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.</b>  |
| Supporting  | 8.W.RBK.7.1.c     | Conduct short research projects to answer a question   |
| Supporting  | 8.W.RBK.7.2.b     | Generate multiple research questions for a short research project  |
| Supporting  | 8.W.RBK.7.3.c     | Generate a research question based on several sources of information   |
|   | <b>8.W.RBK.8</b>  | <b>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.</b>  |
| Supporting  | 8.W.RBK.8.1.b     | Gather relevant information from multiple sources for use in a short research project  |
| Supporting  | 8.W.RBK.8.2.b     | Gather information for a short research project by using search terms effectively  |
| Supporting  | 8.W.RBK.8.3.b     | Evaluate the credibility and accuracy of each source of information considered for use in a short research project   |
| Supporting  | 8.W.RBK.8.4.b     | Quote sources of information to avoid plagiarism in a short research project   |
| Supporting  | 8.W.RBK.8.5.b     | Paraphrase sources of information to avoid plagiarism in a short research project  |
| Supporting  | 8.W.RBK.8.6.a     | Use a standard format for the citation of sources in a short research project  |
|   | <b>8.W.RBK.9</b>  | <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>  |
| Supporting  | 8.W.RBK.9.1.b     | Use Reading Standards for Literature to support analysis, reflection, and research for a short research project  |
| Supporting  | 8.W.RBK.9.2.b     | Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project  |
| <b>DOMAIN: Speaking and Listening Standards</b>   |                   |  |
| By the end of the year, use oral language skills with appropriate complexity for grade 8. |                   |  |
| Status:   | OCS Code:         | <b>Strand: <i>Comprehension and Collaboration (CAC)</i></b>  |
|   | <b>8.SL.CAC.1</b> | <b>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.</b>  |
| Supporting  | 8.SL.CAC.1.1-1.b  | Prepare for a group discussion by reading or researching material related to a topic   |
| Supporting  | 8.SL.CAC.1.1-2.c  | Provide evidence about a topic based on preparation during a group discussion  |

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS GRADE 8



|   |                   |  |
|---|-------------------|--|
| Supporting  | 8.SL.CAC.1.2-1.c  | Follow rules for a collegial group discussion where decision-making is required  |
| Supporting  | 8.SL.CAC.1.2-2.c  | Track progress toward specific goals and deadlines in a group discussion   |
| Supporting  | 8.SL.CAC.1.2-3.c  | Define individual roles as needed in a group discussion  |
| Supporting  | 8.SL.CAC.1.3-1.c  | Ask questions that integrate the ideas of several speakers during a group discussion   |
| Supporting  | 8.SL.CAC.1.3-2.c  | Respond to others' questions and comments with relevant ideas during a group discussion  |
| Supporting  | 8.SL.CAC.1.4-1.c  | Acknowledge group members who share new information during a group discussion  |
| Supporting  | 8.SL.CAC.1.4-2.b  | Evaluate one's own views in light of the evidence presented in group discussion  |
|   | <b>8.SL.CAC.2</b> | <b>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.</b>                           |
| Supporting  | 8.SL.CAC.2.1.b    | Relate the purpose of information to its presentation in diverse oral media formats  |
| Supporting  | 8.SL.CAC.2.2.b    | Evaluate the point of view expressed in information presented orally in diverse media and formats  |
|   | <b>8.SL.CAC.3</b> | <b>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.</b>                                  |
| Supporting  | 8.SL.CAC.3.1.b    | Describe the specific claims that support an argument in a presentation  |
| Supporting  | 8.SL.CAC.3.2.b    | Evaluate the soundness of reasoning presented by a speaker   |
| Supporting  | 8.SL.CAC.3.3.b    | Evaluate the relevance of evidence presented by a speaker  |
| <b>Status:</b>  | <b>OCS Code:</b>  | <b>Strand: <i>Presentation of Knowledge and Ideas (PKI)</i></b>  |
|   | <b>8.SL.PKI.4</b> | <b>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.</b> |
| Supporting  | 8.SL.PKI.4.1.c    | Present claims and findings in a focused and coherent way in an oral presentation  |
| Supporting  | 8.SL.PKI.4.2.c    | Cite compelling evidence and reasoning that support claims and findings in an oral presentation  |
| Supporting  | 8.SL.PKI.4.3.c    | Use appropriate eye-contact, volume, and pronunciation when presenting orally  |
|   | <b>8.SL.PKI.5</b> | <b>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</b>  |
| Supporting  | 8.SL.PKI.5.1.c    | Present information in an oral presentation by integrating multimedia and visual displays  |
| Supporting  | 8.SL.PKI.5.2.c    | Integrate multimedia and visual displays into an oral presentation to strengthen claims and evidence   |
| Supporting  | 8.SL.PKI.5.3.c    | Engage student interest by integrating multimedia and visual displays into an oral presentation  |
|   | <b>8.SL.PKI.6</b> | <b>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 for specific expectations.)</b>  |
| Supporting  | 8.SL.PKI.6.1.c    | Adapt a speech to a variety of contexts and tasks  |
| Supporting  | 8.SL.PKI.6.2.c    | Use formal English in an oral presentation when it is appropriate to the task and situation  |
| <b>DOMAIN: Language Standards</b>   |                   |  |
| By the end of the year, use language with appropriate complexity for grade 8. |                   |  |
| <b>Status:</b>  | <b>OCS Code:</b>  | <b>Strand: <i>Conventions of Standard English (CSE)</i></b>  |
|   | <b>8.L.CSE.1</b>  | <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| <b>Focus</b>  | 8.L.CSE.1.1-1.b   | Define the general function of gerunds, participles, and infinitives   |
| <b>Focus</b>  | 8.L.CSE.1.1-2.b   | Use gerunds, participles, and infinitives appropriately when writing or speaking   |
| <b>Focus</b>  | 8.L.CSE.1.2-1.b   | Construct verbs in the active voice  |
| <b>Focus</b>  | 8.L.CSE.1.2-2.c   | Use verbs in the active voice when writing or speaking   |
| <b>Focus</b>  | 8.L.CSE.1.2-3.b   | Construct verbs in the passive voice   |
| <b>Focus</b>  | 8.L.CSE.1.2-4.c   | Use verbs in the active and passive voice when writing or speaking   |
| <b>Focus</b>  | 8.L.CSE.1.3-1.b   | Construct verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood  |

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS GRADE 8



|            |                  |  |
|------------|------------------|--|
| Focus      | 8.L.CSE.1.3-2.c  | Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when writing or speaking   |
| Focus      | 8.L.CSE.1.4.b    | Edit writing with inappropriate shifts in verb voice and mood  |
|            | <b>8.L.CSE.2</b> | <b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| Focus      | 8.L.CSE.2.1.c    | Use a comma, ellipsis, and dash to indicate a pause or break when writing  |
| Focus      | 8.L.CSE.2.2.c    | Use an ellipsis to indicate an omission when writing   |
| Supporting | 8.L.CSE.2.3.b    | Spell grade-appropriate words correctly when writing   |
| Status:    | OCS Code:        | Strand: <i>Knowledge of Language (KOL)</i>   |
|            | <b>8.L.KOL.3</b> | <b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>   |
| Focus      | 8.L.KOL.3.1-1.c  | Use verbs in the active and passive voice to create an effect when writing or speaking   |
| Focus      | 8.L.KOL.3.1-2.c  | Use conditional and subjunctive mood to create an effect when writing or speaking  |
| Status:    | OCS Code:        | Strand: <i>Vocabulary Acquisition and Use (VAU)</i>  |
|            | <b>8.L.VAU.4</b> | <b>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.</b>  |
| Supporting | 8.L.VAU.4.1.b    | Determine the meaning of a word or phrase by using a range of strategies   |
| Supporting | 8.L.VAU.4.2.b    | Determine the meaning of a word by using grade-appropriate Greek or Latin affixes and roots as clues   |
| Supporting | 8.L.VAU.4.3-1.a  | Find the pronunciation of a word by consulting general and specialized reference materials   |
| Supporting | 8.L.VAU.4.3-2.a  | Clarify a word's precise meaning by consulting general and specialized reference materials   |
| Supporting | 8.L.VAU.4.3-3.a  | Clarify the part of speech of a word by consulting general and specialized reference materials   |
| Focus      | 8.L.VAU.4.4.b    | Verify the preliminary determination of the meaning of a word or phrase using strategies   |
|            | <b>8.L.VAU.5</b> | <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |
| Focus      | 8.L.VAU.5.1.b    | Interpret figures of speech in context when presented orally or in writing   |
| Supporting | 8.L.VAU.5.2.b    | Determine the meaning of words related to each other when presented orally or in writing   |
| Supporting | 8.L.VAU.5.3.b    | Distinguish among connotative and denotative words that are presented orally or in writing   |
|            | <b>8.L.VAU.6</b> | <b>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.</b> |
| Focus      | 8.L.VAU.6.1.c    | Use general academic words and phrases accurately  |
| Focus      | 8.L.VAU.6.2.c    | Use domain-specific words and phrases accurately   |
| Focus      | 8.L.VAU.6.3.c    | Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression  |