

**BENCHMARK REPORT**  
**ENGLISH LANGUAGE ARTS**  
**GRADE 8**



DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details</i>	Ranking	Completed
8RL1	<b>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>	Priority	
8RL1a	Cite compelling evidence from a story, drama, or poem to support the explicit meaning of the text		
8RL1b	Cite compelling evidence to support an inference drawn from a story, drama, or poem		
8RL2	<b>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>	Priority	
8RL2a	Infer a theme of a story, drama, or poem using compelling evidence provided in the text		
8RL2b	Describe the development of characters in relation to a theme over the course of a story, drama, or poem		
8RL2c	Analyze the development of the plot in relation to a theme over the course of a story, drama, or poem		
8RL2d	Describe how changes in the setting relate to the theme over the course of a story, drama, or poem		
8RL2e	Create an objective summary of a story, drama, or poem		
8RL3	<b>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>	Supporting	
8RL3a	Analyze how the author's use of incidents in a story or drama propel the action, explain a character, or provoke a decision		
8RL3b	Analyze how the author's use of dialogue in a story or drama propel the action, explain a character, or provoke a decision		
Code:	Strand: <i>Craft and Structure</i>	Ranking	Completed
8RL4	<b>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>	Supporting	
8RL4a	Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem		
8RL4b	Determine the connotative meaning of words and phrases in a story, drama, or poem		
8RL4c	Analyze the author's use of specific word choices to create meaning in a story, drama, or poem		
8RL4d	Analyze the impact of specific word choices on the meaning of a story, drama, or poem		
8RL4e	Analyze the impact of specific word choices on the tone of a story, drama,		

	or poem		
8RL4f	Determine the meaning of words and phrases in a story, drama, or poem		
8RL5	<b>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>	Supporting	
8RL5a	Compare and contrast the structure of two or more stories, dramas, or poems		
8RL5b	Analyze how the structure of two or more stories, dramas, or poems relates to their meaning		
8RL5c	Analyze how the structure of two or more stories, dramas, or poems relates to their style		
8RL6	<b>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>	Supporting	
8RL6a	Analyze how the different points of view of characters and the audience create effects in a story, drama, or poem		
8RL6b	Analyze how the different points of view of characters and the reader create effects in a story, drama, or poem		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas</i></b>	<b>Ranking</b>	<b>Completed</b>
8RL7	<b>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	
8RL7a	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		
8RL7b	Evaluate the choices made by the director or actors in a film or live production to stay faithful to the original script		
8RL8	<b>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>	Supporting	
8RL8a	Relate the themes found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works		
8RL8b	Relate the patterns of events found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works		
8RL8c	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>			
<b>Code:</b>	<b>Strand: <i>Key Ideas and Details</i></b>	<b>Ranking</b>	<b>Completed</b>
8RIT1	<b>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>	Priority	
8RIT1a	Cite compelling evidence from an informational text to support the meaning of the text		
8RIT1b	Cite compelling evidence to support an inference drawn from a story, drama, or poem		

<b>8RIT2</b>	<b>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>	Priority	
8RIT2a	Describe the development of a key idea over the course of an informational text		
8RIT2b	Create an objective summary of an informational text		
<b>8RIT3</b>	<b>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b>	Supporting	
8RIT3a	Compare and contrast connections between individuals, ideas, or events from an informational text		
8RIT3b	Compare and contrast the distinctions between individuals, ideas, or events in an informational text		
<b>Code:</b>	<b>Strand: <i>Craft and Structure</i></b>	Ranking	Completed
<b>8RIT4</b>	<b>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>	Supporting	
8RIT4a	Determine the meaning of words and phrases that are used figuratively in an informational text		
8RIT4b	Determine the meaning of words and phrases that have connotative meanings in an informational text		
8RIT4c	Determine the meaning of words and phrases that have technical meanings in an informational text		
8RIT4d	Analyze the impact of word choice on the meaning and tone of an informational text		
<b>8RIT5</b>	<b>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>	Supporting	
8RIT5a	Analyze how particular sentences develop and refine a key concept in a paragraph of an informational text		
8RIT5b	Analyze how the structure of a specific paragraph in an informational text develops a key concept		
<b>8RIT6</b>	<b>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>	Priority	
8RIT6a	Identify an author's point of view or purpose in an informational text		
8RIT6b	Evaluate an author's response to conflicting evidence or viewpoints in an informational text		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas</i></b>	Ranking	Completed
<b>8RIT7</b>	<b>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	
8RIT7a	Evaluate the advantages and disadvantages of using different mediums to		

	present information on a topic or idea		
<b>8RIT8</b>	<b>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>	Priority	
8RIT8a	Evaluate an argument and its specific claims presented in an informational text		
8RIT8b	Evaluate whether the reasoning used to support specific claims in an informational text is sound		
8RIT8c	Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient		
<b>8RIT9</b>	<b>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>	Supporting	
8RIT9a	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>			
<b>Code:</b>	<b>Strand: Key Ideas and Details</b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSS1</b>	<b>Cite specific textual evidence to support analysis of primary and secondary sources.</b>		
8RSS1a	Distinguish between a primary source and a secondary source		
8RSS1b	Cite compelling evidence to support key ideas in a primary and secondary source		
8RSS1c	Evaluate the strength of evidence provided in a primary and secondary source to support a key idea		
<b>8RSS2</b>	<b>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>		
8RSS2a	Describe the central idea of a primary and secondary source		
8RSS2b	Create an accurate and objective summary of a primary and secondary source		
<b>8RSS3</b>	<b>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>		
8RSS3a	Identify the steps of a process described in a multiparagraph history/social science text		
8RSS3b	Summarize a process described in a history/social studies text		
<b>Code:</b>	<b>Strand: Craft and Structure</b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSS4</b>	<b>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>		
8RSS4a	Determine the meaning of content related vocabulary that appear throughout a history/social studies text		
8RSS4b	Determine the meaning of words and phrases in the context of the entire history/social studies text		

8RSS4c	Describe changes in the meaning of words and phrases over the course of a history/social studies text		
<b>8RSS5</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).		
8RSS5a	Analyze the differences among historical/social studies texts that use sequential, comparative, or causal structures to present information		
8RSS5b	Relate the use of a sequential, comparative, or causal structure in a history/social science text to the author's purpose		
<b>8RSS6</b>	<b>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>		
8RSS6a	Evaluate the impact of emotive language in a history/social studies text in achieving an author's point of view or purpose		
8RSS6b	Analyze how the inclusion of ideas and details in a history/social studies text achieve an author's point of view or purpose		
8RSS6c	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>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSS7</b>	<b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>		
8RSS7a	Integrate visual information from print and digital history/social studies with other information	necessary?	
<b>8RSS8</b>	<b>Distinguish among fact, opinion, and reasoned judgment in a text.</b>		
8RSS8a	Analyze the impact of fact and opinion presented in a history/social studies text on making a reasoned judgment		
8RSS8b	Differentiate between an opinion and a reasoned judgment in a history/social studies text		
8RSS8c	Differentiate between a fact and a reasoned judgment in a history/social studies text		
<b>8RSS9</b>	<b>Analyze the relationship between a primary and secondary source on the same topic.</b>		
8RSS9a	Analyze the treatment of the same topic in several primary and secondary sources		
8RSS9b	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>			
<b>Code:</b>	<b>Strand: <i>Key Ideas and Details</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSCI1</b>	<b>Cite specific textual evidence to support analysis of science and technical texts.</b>		
8RSCI1a	Cite compelling evidence from a science or technical text to support an analysis of a key point		
<b>8RSCI2</b>	<b>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</b>		

8RSCI2a	Determine a key idea using compelling evidence from a science or technical text		
8RSCI2b	Create an accurate and objective summary of a passage or chapter from a science or technical text		
8RSCI2c	Develop a conclusion based on a passage or a chapter of a science or technical text		
<b>8RSCI3</b>	<b>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</b>		
8RSCI3a	Follow a multistep procedure from a science or technical text when carrying out an experiment		
8RSCI3b	Follow a multistep procedure from a science or technical text when taking measurements		
8RSCI3c	Follow a multistep procedure in a science or technical text when performing technical tasks		
<b>Code:</b>	<b>Strand: <i>Craft and Structure</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSCI4</b>	<b>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>		
8RSCI4a	Recognize the meaning of symbols that are found in a science or technical text		
8RSCI4b	Determine the meaning of key terms used in the context of a science or technical text		
8RSCI4c	Determine the meaning of domain-specific words and phrases found in a science or technical text		
<b>8RSCI5</b>	<b>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>		
8RSCI5a	Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented		
8RSCI5b	Analyze how the organizational structure of a science or technical text contributes to an understanding of its meaning as a whole		
<b>8RSCI6</b>	<b>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</b>		
8RSCI6a	Analyze the author's purpose in explaining an experiment in a science or technical text		
8RSCI6b	Analyze the author's purpose in describing a procedure for an experiment in a science or technical text		
8RSCI6c	Analyze the author's purpose in discussing an experiment in a science or technical text		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8RSCI7</b>	<b>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>		
8RSCI7a	Integrate a visual representation of quantitative or technical information		

	with the same information expressed in words in scientific or technical words		
<b>8RSCI8</b>	<b>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</b>		
8RSCI8a	Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text		
8RSCI8b	Distinguish among facts, reasoned judgment based on research, and speculation that are presented in a science or technical text		
<b>8RSCI9</b>	<b>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>		
8RSCI9a	Compare and contrast information gained from science or technical text with information gained from experiments, simulations, video, or multimedia sources		

#### DOMAIN: Writing Standards

Code:	Strand: <i>Text Types and Purposes</i>	Ranking	Completed
<b>8W1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>	Priority	
8W1a	Introduce claim(s) when writing an argumentative essay		
8W1b	Address alternate or opposing claims when writing an argumentative essay		
8W1c	Organize reasons and evidence logically when writing an argumentative essay		
8W1d	Cite logical reasons and relevant evidence to support claims when writing an argumentative essay		
8W1e	Use accurate, credible sources when writing an argumentative essay		
8W1f	Write accurately about a topic or text when writing an argumentative essay		
8W1g	Use words, phrases, and clauses to create cohesion when writing an argumentative essay		
8W1h	Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence when writing an argumentative essay		
8W1i	Maintain a formal style when writing an argumentative essay		
8W1j	Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay		
<b>8W2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>	Priority	
8W2a	Introduce a topic when writing an informative/explanatory text by previewing what is to follow		
8W2b	Organize ideas, concepts, and information into broad categories when writing an informative/explanatory text		
8W2c	Use a variety of methods to aid comprehension when writing an informative/explanatory text		

8W2d	Develop a topic with relevant, well-chosen information and examples when writing an informative/explanatory text		
8W2e	Use appropriate and varied transitions to create cohesion when writing an informative/explanatory text		
8W2f	Use appropriate and varied transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text		
8W2g	Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text		
8W2h	Maintain a formal style when writing an informative/explanatory text		
8W2i	Write a concluding statement or section that follows from and supports the information when writing an informative/explanatory text		
<b>8W3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	Priority	
8W3a	Introduce a narrator and/or characters when writing a narrative		
8W3b	Organize an event sequence that unfolds naturally and logically when writing a narrative		
8W3c	Orient the reader by establishing a context and point of view when writing a narrative		
8W3d	Develop events and/or characters when writing a narrative		
8W3e	Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative		
<b>8SL1</b>	<b>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	
8SL1a	Prepare for a group discussion by reading or researching material related to a topic		
8SL1b	Provide evidence about a topic based on preparation during a group discussion		
8SL1c	Follow rules for a collegial group discussion where decision-making is required		
8SL1d	Track progress toward specific goals and deadlines in a group discussion		
8SL1e	Define individual roles as needed in a group discussion		
8SL1f	Ask questions that integrate the ideas of several speakers during a group discussion		
8SL1g	Respond to others' questions and comments with relevant ideas during a group discussion		
8SL1h	Acknowledge group members who share new information during a group discussion		
8SL1i	Evaluate one's own views in light of the evidence presented in group discussion		
<b>8SL2</b>	<b>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	

8SL2a	Relate the purpose of information to its presentation in diverse oral media formats		
8SL2b	Evaluate the point of view expressed in information presented orally in diverse media and formats		
8SL3	<b>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	
8SL3a	Describe the specific claims that support an argument in a presentation		
8SL3b	Evaluate the soundness of reasoning presented by a speaker		
8SL3c	Evaluate the relevance of evidence presented by a speaker		
<b>Code:</b>	<b>Strand: <i>Presentation of Knowledge and Ideas</i></b>	<b>Ranking</b>	<b>Completed</b>
8SL4	<b>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>	Priority	
8SL4a	Present claims and findings in a focused and coherent way in an oral presentation		
8SL4b	Cite compelling evidence and reasoning that support claims and findings in an oral presentation		
8SL4c	Use appropriate eye-contact, volume, and pronunciation when presenting orally		
8SL5	<b>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</b>	Supporting	
8SL5a	Present information in an oral presentation by integrating multimedia and visual displays		
8SL5b	Integrate multimedia and visual displays into an oral presentation to strengthen claims and evidence		
8SL5c	Engage student interest by integrating multimedia and visual displays into an oral presentation		
8SL6	<b>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	
8SL6a	Adapt a speech to a variety of contexts and tasks		
8SL6b	Use formal English in an oral presentation when it is appropriate to the task and situation		
<b>DOMAIN: Language Standards</b>			
<b>Code:</b>	<b>Strand: <i>Conventions of Standard English</i></b>	<b>Ranking</b>	<b>Completed</b>
8L1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	Priority	
8L1a	Define the general function of gerunds, participles, and infinitives		
8L1b	Use gerunds, participles, and infinitives appropriately when writing or speaking		
8L1c	Construct verbs in the active voice		

8L1d	Use verbs in the active voice when writing or speaking		
8L1e	Construct verbs in the passive voice		
8L1f	Use verbs in the active and passive voice when writing or speaking		
8L1g	Construct verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood		
8L1h	Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when writing or speaking		
8L1i	Edit writing with inappropriate shifts in verb voice and mood		
<b>8L2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Priority</b>	
8L2a	Use a comma, ellipsis, and dash to indicate a pause or break when writing		
8L2b	Use an ellipsis to indicate an omission when writing		
8L2c	Spell grade-appropriate words correctly when writing		
<b>Code:</b>	<b>Strand: <i>Knowledge of Language</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8L3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	<b>Priority</b>	
8L3a	Use verbs in the active and passive voice to create an effect when writing or speaking		
8L3b	Use conditional and subjunctive mood to create an effect when writing or speaking		
<b>Code:</b>	<b>Strand: <i>Vocabulary Acquisition and Use (VAU)</i></b>	<b>Ranking</b>	<b>Completed</b>
<b>8L4</b>	<b>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>	<b>Priority</b>	
8L4a	Determine the meaning of a word or phrase by using a range of strategies		
8L4b	Determine the meaning of a word by using grade-appropriate Greek or Latin affixes and roots as clues		
8L4c	Find the pronunciation of a word by consulting general and specialized reference materials		
8L4d	Clarify a word's precise meaning by consulting general and specialized reference materials		
8L4e	Clarify the part of speech of a word by consulting general and specialized reference materials		
8L4f	Verify the preliminary determination of the meaning of a word or phrase using strategies		
<b>8L5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>	<b>Supporting</b>	
8L5a	Interpret figures of speech in context when presented orally or in writing		
8L5b	Determine the meaning of words related to each other when presented orally or in writing		
8L5c	Distinguish among connotative and denotative words that are presented orally or in writing		
<b>8L6</b>	<b>Acquire and use accurately grade-appropriate general academic and</b>	<b>Supporting</b>	

	<b>domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>		
8L6a	Use general academic words and phrases accurately		
8L6b	Use domain-specific words and phrases accurately		
8L6c	Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression		