



Grade 8

English Language Arts (ELA) Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Reading for Literature

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Structure Story Elements <i>ILS10 RL.8.3</i>	8.RL.1	Identify elements of literature: dialogue, plot (theme, exposition, rising action, climax, falling action, resolution), characterization, conflict, and setting (time and place)	M			
	8.RL.2	Analyze dialogue for plot development (rising action, characterization, and resolution)	M			
	8.RL.3	Analyze lines of incidents for propelling action, revealing character, and provoking decisions	I		M	
	8.RL.4	Know the literary elements (character, setting, plot)	M			
Text Structure Organization of the Text <i>ILS10 RL.8.5</i>	8.RL.5	Identify structural elements of two or more texts	I		M	
	8.RL.6	Compare and contrast the structures of two or more literary texts (theme, pattern of events, character types)	I		M	
	8.RL.7	Analyze how the structure of each text contributes to its meaning and style	I		M	
Text Analysis Compare/Contrast <i>ILS10 RL.8.7</i>	8.RL.8	Recognize choices directors and actors make				M
	8.RL.9	Define evaluate	M			
	8.RL.10	Compare and contrast text (story or drama) and live or filmed production	I			M
	8.RL.11	Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production	I			M
Text Analysis: Summarizing <i>ILS10 RL.8.2</i>	8.RL.12	Evaluate the outcome/impact of choices made by directors and actors	I			M
	8.RL.13	Provide an objective summary of the text	I		M	
Text Analysis Inference <i>ILS10 RL.8.1</i>	8.RL.14	Analyze the text by making inferences about what a text says that is not directly stated	M			
	8.RL.15	Recognize the difference between inference and what is explicitly stated in the text	M			
Text Analysis Theme/Central Message <i>ILS10 RL.8.2</i>	8.RL.16	Understand theme and central idea of a text	I		M	
	8.RL.17	Analyze and explain the development of a theme or main idea over the course of a text	I			M
	8.RL.18	Analyze its relationship to the literary elements over the course of a text	I		M	
Text Analysis Text Evidence (Support/Details) <i>ILS10 RL.8.1</i>	8.RL.19	Cite the textual evidence that most strongly supports an analysis of what the text says	I		M	
	8.RL.20	Determine supporting details for what is explicitly stated	I		M	
Text Analysis: Connections; <i>ILS10</i>	8.RL.21	Not listed on current map; Discuss with other English teachers to use discretion on adding/creating some essential skills that cover these concepts	I			M
Text Analysis Questioning; <i>ILS10</i>	8.RL.22	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level.	I			M
Text Analysis: Point of View; <i>ILS10 RL.8.6</i>	8.RL.23	Define dramatic irony, suspense, humor	I		M	
	8.RL.24	Identify characters' points of view	I			M
	8.RL.25	Identify/explain the techniques a writer uses to build suspense	I			M
	8.RL.26	Identify/explain the techniques writers use to add humor	I			M
	8.RL.27	Cite examples from the text where characters with different points of view create suspense or humor	I			M
	8.RL.28	Analyze how the characters' and the audience's varying points of view create humor and suspense	I			M

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Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
	8.RL.29	Differentiate between 1st and 3rd person point of view	I			M
	8.RL.30	Differentiate between limited and omniscient point of view	I			M
Vocabulary ILS10 RL.8.4	8.RL.31	Identify and interpret the meaning of words and phrases including figurative v. literal, connotative v. denotative in a text	I			M
	8.RL.32	Identify meaning and tone of a text	I			M
	8.RL.33	Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text	I			M
	8.RL.34	Analyze the impact of word choices on meaning and tone of a text	I			M
	8.RL.35	Identify and analyze the impact of analogies and allusions to other texts on meaning/tone	I		M	
	8.RL.36	Identify theme, pattern of events, or character types	I		M	
Text Diversity Genre ILS10 RL.8.9	8.RL.37	Compare and contrast themes, patterns of events, and character types of modern work of fiction, myth, traditional story, or religious work	I		M	
	8.RL.38	State the similarities and differences between a modern work of fiction, myth, traditional story, or religious work	I			M
	8.RL.39	Evaluate how the myths, traditional stories, or religious works are rendered new (updates for current times)	I			M
	8.RL.40	Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9	I			M
Text Diversity Text Complexity ILS10 RL.8.10	8.RL.41	Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 independently and proficiently	I			M
	Reading for Information					
Text Structure Organization of the Text ILS10 RL.8.5	8.RI.1	Analyze how major sentences, paragraphs, and chapters/sections contribute to the main idea of the text or to the development of the main idea	I	M		
	8.RI.2	Analyze the role that a particular sentence plays in a paragraph in developing and refining the key concept	M			
	8.RI.3	Analyze the structure of specific sentences in developing the paragraph	M			
Text Analysis Compare/Contrast ILS10 RL.8.7	8.RI.4	Define compare/contrast, analogies, categorization		M		
	8.RI.5	Identify individuals, events, and ideas within a text	M			
	8.RI.6	Compare and contrast how individuals, ideas, and events are connected within a text (including classification and analogies).	I	M		
Text Analysis Summarizing ILS10 RL.8.2	8.RI.7	Provide an objective summary that includes the relationship of supporting ideas to the development of the main idea	I		M	
Text Analysis Inference ILS10 RL.8.1	8.RI.8	Recognize the difference in explicitly stated information and inferential information in a text	M			
	8.RI.9	Determine supporting details for what is explicitly stated and inferences made	I	M		
	8.RI.10	Make inferences about what is said in the text	M			
	8.RI.11	Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).	I	M		
Text Analysis Main Idea/Central Message ILS10 RL.8.2	8.RI.12	Identify the main idea of a text and ideas that support the main idea	M			
	8.RI.13	Explain the relationship of ideas that support the main idea	I		M	
	8.RI.14	Analyze the development of the main idea over the course of the text	I	M		
Text Analysis Text Evidence (Support/Details) ILS10 RL.8.8	8.RI.15	Identify, define, and classify relevant / irrelevant evidence, sufficient / insufficient evidence, and sound / unsound reasoning in informational text	I		M	
	8.RI.16	Delineate the argument and specific claims in a text	I		M	
	8.RI.17	Evaluate an argument in a text based on sound reasoning and relevant and sufficient evidence	I		M	
Text Analysis Making Connections ILS10 RL.8.3	8.RI.18	Analyze how to make connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories)	I	M		
	8.RI.19	Make connections from text to text, text to self, and text to world	I	M		
	8.RI.20	Identify and use different mediums (print, digital, video, multimedia) to present a topic or idea and evaluate the advantages / disadvantages of each type	I			M
	8.RI.21	Define evaluate	M			
	8.RI.22	Evaluate the advantages and disadvantages of using print, digital text, video, and multimedia to present a topic or text	I		M	
Textual Analysis Questioning: ILS10	8.RI.23	Not directly addressed within the standards. Questioning should be addressed through other standards for this grade level	I		M	
Textual Analysis Author's Purpose/ Point of View ILS10 RL.8.6	8.RI.24	Determine the author's point of view or purpose and state evidence the author uses to support his/her viewpoint / purpose	I	M		
	8.RI.25	Identify conflicting evidence or viewpoints presented in a text and identify evidence the author uses to support his/her viewpoint/purpose	I		M	
	8.RI.26	Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints	I		M	

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	8.RI.27	Analyze the techniques the author uses to respond to conflicting evidence and support your analysis by citing examples from the text	I		M	
Vocabulary <i>ILS10 RI.8.4</i>	8.RI.28	Identify and determine the meaning of words and phrases, including figurative words and phrases, connotative words and phrases, and technical words and phrases in a text	I	M		
	8.RI.29	Identify and determine the meaning of words and phrases that include analogies and allusions to other texts, in a text	I	M		
	8.RI.30	Analyze the impact of word choice, use of analogies, and allusions to other texts on meaning and tone	I	M		
Text Diversity Multiple Sources <i>ILS10 RI.8.9</i>	8.RI.31	Identify differences or conflicting information	M			
	8.RI.32	Recognize facts or interpretations	M			
	8.RI.33	Identify criteria for analyzing	M			
	8.RI.34	Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation	I		M	
Text Diversity Text Complexity <i>ILS10 RI.8.10</i>	8.RI.35	Identify/understand: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9	I			M
	8.RI.36	Comprehend independently: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9	I			M
Writing						
Opinion/Argument Writing <i>ILS10 W.8.1</i>	8.W.1	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims	I		M	
	8.W.2	Organize reasons and evidence logically	I		M	
	8.W.3	Support claims with logical reasoning and relevant evidence	I		M	
	8.W.4	Use accurate, credible sources			M	
	8.W.5	Demonstrate understanding of the topic or text	M			
	8.W.6	Use words, phrases, and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence using words, phrases, or clauses	I		M	
	8.W.7	Establish and maintain a formal style	I		M	
	8.W.8	Plan a concluding statement or section that follows from and supports the argument presented	I		M	
	8.W.9	Write an argument which: support claims with clear, logical reasons and relevant evidence, introduces claims, acknowledges and distinguishes claims from alternate or opposing claims, demonstrates logical organization of information, demonstrates an understanding of the topic or text, uses words, phrases, and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons and evidence, establishes and maintains a formal style, and provides a concluding statement that follows from and supports the argument presented	I			M
Informative/ Explanatory Writing <i>ILS10 W.8.2</i>	8.W.10	Introduce a topic clearly, previewing what is to follow	M			
	8.W.11	Organize ideas, concepts, and information into broader categories	M			
	8.W.12	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts	M			
	8.W.13	Use precise language and domain-specific vocabulary to inform about or explain the topic	I			M
	8.W.14	Establish and maintain a formal style	I			M
	8.W.15	Develop the topic with relevant, well-chosen facts, definitions, concrete details, and quotations relevant to the topic	I			M
	8.W.16	Provide a conclusion for the topic that follows from and supports the information or explanation presented	M			
8.W.17	Write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, introduce a topic previewing what is to follow, organize ideas, concepts, and information into broader categories, develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, other information, and examples, apply formatting, graphics, and multimedia to aid comprehension, use appropriate and varied transitions to clarify relationships among ideas and concepts and create cohesion, use precise language and domain-specific vocabulary, establish and maintain a formal style, and provide an effective, concluding statement that supports the topic	I			M	
Narrative Writing <i>ILS10 W.8.3</i>	8.W.18	Engage the reader by establishing a context and point of view and introducing a narrator and/or characters	I	M		
	8.W.19	Organize an event sequence that unfolds naturally and logically	I			
	8.W.20	Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters	I	M		
	8.W.21	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another	I	M		
	8.W.22	Use precise words and phrases, relevant and descriptive details, and sensory language to capture the action and convey experiences and events	I	M		
	8.W.23	Provide a conclusion that follows from and reflects on the narrated experiences or events	I	M		
	8.W.24	Write a narrative to develop real or imagined experiences or events that engages the reader, establishes a context with point of view and introduces a narrator and/or characters, uses techniques such as dialogue, pacing, descriptions, and reflection to develop experiences, events, and characters, uses a variety of transitions to convey sequence, signal shifts, and reflect relationships, and uses appropriate precise, descriptive sensory language, and leads to a reflective conclusion	I	M		

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Writing Process <i>ILS10 W.8.4</i> <i>ILS10 W.8.5</i> <i>ILS10 W.8.6</i>	8.W.25	Analyze the reason for writing a piece to decide on task, purpose, and audience				M
	8.W.26	Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience				M
	8.W.27	Produce a piece of writing that is clear and coherent in idea development, organization, and style, which is appropriate to the task, purpose, and audience	I			M
	8.W.28	With some guidance and support from peers and adults, students will recognize, develop, and strengthen their writing by planning, revising, editing, rewriting, and trying a new approach	I			M
	8.W.29	Determine how well the focus of audience and purpose have been addressed	I		M	
	8.W.30	Know how to edit for conventions of writing (should demonstrate command of language standards 1-3 up to and including grade 8 on p. 52)	I		M	
	8.W.31	Determine the best technology tools for producing and publishing writing, including on-line tools	I		M	
	8.W.32	Determine the best technology options for communication and collaborating with others, including on-line tools	I		M	
Research to Write <i>ILS10 W.8.7</i> <i>ILS10 W.8.8</i> <i>ILS10 W.8.9</i>	8.W.33	Use technology, including the Internet to produce, revise, edit, and publish writing, to interact and collaborate with others for an intended purpose, and to present information and ideas	I			M
	8.W.34	Apply reliable sources of information, appropriate inquiry methods to conduct a research project, and multiple avenues of exploration (technology, library skills, etc.)		I		M
	8.W.35	Determine facts/examples that best answer a question	I			M
	8.W.36	Draw conclusions about the validity of sources	I			M
	8.W.37	Formulate questions, either verbally or written, that would allow for other avenues of exploration	I			M
	8.W.38	Conduct short research projects that: answer questions (including self-generated questions), draw on several sources, and generates additional related focuses questions that allow for multiple avenues of exploration	I			M
	8.W.39	Recognize standard format for citation		I		M
	8.W.40	Determine relevance of information gathered from print and digital sources	I			M
	8.W.41	Use search terms effectively	M			
	8.W.42	Gather relevant information from multiple sources		I		M
	8.W.43	Assess the credibility and accuracy of each source	I			M
	8.W.44	Quote or paraphrase the data and conclusion of others while avoiding plagiarism	I		M	
	8.W.45	Cite textual evidence to support analysis of what the text says explicitly	I			M
	8.W.46	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I			M
8.W.47	Apply grade 8 reading standards to literature (see standard W.8.9)	I			M	
8.W.48	Apply grade 8 reading standards to literary nonfiction (see standard W.8.9)	I			M	
Range of Writing <i>ILS10 W.8.10</i>	8.W.49	Identify task, audience, and purpose for various types of writing	I			M
	8.W.50	Identify the organizational structures for various types of writing	I			M
	8.W.51	Determine task, purpose, and audience for various types of writing over extended and short time frames	I			M
	8.W.52	Determine appropriate organization/structure to use for various types of writing based upon task, purpose, audience	I			M
	8.W.53	Write for various audiences and purposes for a shortened time frame (a single sitting or a day or two)	I			M
	8.W.54	Write for various audiences and purposes with an extended time frame (time for research, reflection, and revision)	I			M
Comprehension and Collaboration <i>ILS10 SL.8.1</i> <i>ILS10 SL.8.2</i> <i>ILS10 SL.8.3</i>	8.SL.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	I			M
	8.SL.2	Come to discussions prepared, having read or researched material under study		M		
	8.SL.3	Draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion	I		M	
	8.SL.4	Follow rules for collegial discussions and decision-making	I		M	
	8.SL.5	Track progress toward specific goals and deadlines	I			M
	8.SL.6	Define individual roles as needed	M			
	8.SL.7	Pose questions that connect the ideas of several speakers	I		M	
	8.SL.8	Respond to others' questions and comments with relevant evidence, observations, and ideas	I		M	
	8.SL.9	Acknowledge the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally)	I		M	
	8.SL.10	Evaluate the motives (social, commercial, political) behind the presenter's presentation	I		M	

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Presentation <i>ILS10 SL.8.4</i> <i>ILS10 SL.8.5</i> <i>ILS10 SL.8.6</i>	<i>8.SL.11</i>	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	I		M	
	<i>8.SL.12</i>	Present claims and findings	I			M
	<i>8.SL.13</i>	Use appropriate eye contact, adequate volume, and clear pronunciation	M			
	<i>8.SL.14</i>	Give oral presentations presenting claims and findings, emphasizing salient points with relevant evidence, sound, valid reasoning, and well-chosen details in a focused, coherent manner.	I			M
	<i>8.SL.15</i>	Integrate multimedia components/visual displays in a presentation to clarify information, strengthen claims and evidence, and add interest		I		M
	<i>8.SL.16</i>	Describe the qualities of formal and informal speech	M			
	<i>8.SL.17</i>	Determine if formal or informal speech is appropriate in the context of a given situation	M			
	<i>8.SL.18</i>	Adapt speech to a given context or task when speaking	M			
	<i>8.SL.19</i>	Demonstrate command of formal English when appropriate (see grade 8 language standards 1 and 3 on page 52 for specific expectations)				M
Conventions <i>ILS10 L.8.1</i> <i>ILS10 L.8.2</i>	<i>8.L.1</i>	Define verbals (gerunds, participles, and infinitives)	M			
	<i>8.L.2</i>	Explain the function of verbals in general and in sentences	M			
	<i>8.L.3</i>	Recognize inappropriate verb voice and mood	I	M		
	<i>8.L.4</i>	Correct inappropriate shifts in verb voice and mood	I	M		
	<i>8.L.5</i>	Identify verb moods: indicative, imperative, interrogative, conditional, and subjunctive	I	M		
	<i>8.L.6</i>	Form and use verbs in active and passive voice	M			
	<i>8.L.7</i>	Use the following verb moods correctly: indicative, imperative, interrogative, conditional, and subjunctive in writing and speaking	M			
	<i>8.L.8</i>	Demonstrate command of the conventions of standard English grammar and usage when speaking and writing	I			M
	<i>8.L.9</i>	Apply correct capitalization, punctuation, and spelling when writing	M			
	<i>8.L.10</i>	Use punctuation (commas, ellipsis, dash) to indicate a pause or a break	I	M		
	<i>8.L.11</i>	Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical)	I	M		
	<i>8.L.12</i>	Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in a direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation	I	M		
	<i>8.L.13</i>	Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time	I	M		
	<i>8.L.14</i>	Know that an ellipsis is three or four dots within the sentence	I	M		
	<i>8.L.15</i>	Use a dash to set off material that is parenthetical or summary in nature	I	M		
	<i>8.L.16</i>	Know that a dash is two hyphens without a space between them or on either side	M			
	<i>8.L.17</i>	Recall and apply spelling rules	M			
	<i>8.L.18</i>	Identify and correct misspelled words	I			M
Knowledge of Language <i>ILS10 L.8.3</i>	<i>8.L.19</i>	Recognize and use the conventions of language for writing, speaking, reading, and listening	I			M
	<i>8.L.20</i>	Recognize when verbs are active or passive voice, and verbs are conditional and subjunctive mood	I	M		
	<i>8.L.21</i>	Determine when to use verbs in active or passive voice, verbs in the conditional and subjunctive mood to achieve particular effects when speaking and writing	I		M	
Vocabulary <i>ILS10 L.8.4</i> <i>ILS10 L.8.5</i> <i>ILS10 L.8.6</i>	<i>8.L.22</i>	Recognize that many words have more than one meaning	M			
	<i>8.L.23</i>	Identify common, grade-appropriate Greek and Latin affixes and roots	I			M
	<i>8.L.24</i>	Determine the meaning of a word or phrase by using context clues, using common Greek and Latin affixes and roots	I			M
	<i>8.L.25</i>	Consult general and specialized reference materials, both print and digital to find pronunciation and determine or clarify precise meaning or part of speech	M			
	<i>8.L.26</i>	Verify the initial determination of the meaning of a word	M			
	<i>8.L.27</i>	Clarify the intended meaning of multiple-meaning words and phrases	M			
	<i>8.L.28</i>	Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	M			
	<i>8.L.29</i>	Recognize the meaning of figurative language (e.g. verbal irony, puns) and different types of relationships of words	I			M
	<i>8.L.30</i>	Define the meaning of the terms connotation and denotation	M			
	<i>8.L.31</i>	Distinguish among the connotations of words with similar denotations	M			
	<i>8.L.32</i>	Analyze text to locate figurative language (e.g. personification) and interpret meanings in context	I			M
	<i>8.L.33</i>	Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity	I			M

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			1	2	3	4
	<i>8.L.34</i>	Demonstrate the relationship between words to find meaning	M			
	<i>8.L.35</i>	Identify general academic and domain specific words and phrases that are grade appropriate	I			M
	<i>8.L.36</i>	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words	I			M
	<i>8.L.37</i>	Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	I			M
	<i>8.L.38</i>	Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression	I			M
	<i>8.L.39</i>	Select appropriate references and resources to aid in gathering vocabulary knowledge	I			M

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