



## READING STANDARDS: LITERATURE

| <input type="checkbox"/>                             | Number  | Standard   |  |  |  |  |  |  |  |
|--|---------|--|--|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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>Craft and Structure</b>                           |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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. ( <u>See grade 8 Language standards 4–6 for additional expectations.</u> ) |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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>Integration of Knowledge and Ideas</b>            |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 8.  | (Not applicable to literature)   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 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>Range of Reading and Level of Text Complexity</b> |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RL 10. | 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.   |  |  |  |  |  |  |  |

## Informational Text



## READING STANDARDS: INFORMATIONAL TEXT

| <input type="checkbox"/>                             | Number  | Standard   |  |  |  |  |  |  |  |
|--|---------|--|--|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 3.  | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).   |  |  |  |  |  |  |  |
| <b>Craft and Structure</b>                           |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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. ( <u>See grade 8 Language standards 4–6 for additional expectations.</u> ) |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 5.a | <u>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u>   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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>Integration of Knowledge and Ideas</b>            |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 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>Range of Reading and Level of Text Complexity</b> |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | 8RI 10. | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.   |  |  |  |  |  |  |  |

# GRADE 8 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### History/Social Studies



### READING STANDARDS: HISTORY/SOCIAL STUDIES

| <input type="checkbox"/>                             | Number         | Standard  |  |  |  |  |  |  |
|--|----------------|---|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |                |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 1.</b>  | Cite specific textual evidence to support analysis of primary and secondary sources.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 2.</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.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 3.</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>Craft and Structure</b>                           |                |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 4.</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.                  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 5.</b>  | Describe how a text presents information (e.g., sequentially, comparatively, causally).   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 6.</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>Integration of Knowledge and Ideas</b>            |                |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 7.</b>  | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                             |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 8.</b>  | Distinguish among fact, opinion, and reasoned judgment in a text.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 9.</b>  | Analyze the relationship between a primary and secondary source on the same topic.  |  |  |  |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b> |                |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RH 10.</b> | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.                      |  |  |  |  |  |  |

### Science & Technical



### READING STANDARDS: SCIENCE AND TECHNICAL SUBJECTS

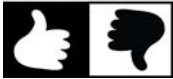
| <input type="checkbox"/>                             | Number          | Standard   |  |  |  |  |  |  |
|--|-----------------|--|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 1.</b>  | Cite specific textual evidence to support analysis of science and technical texts.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 2.</b>  | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 3.</b>  | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  |  |  |  |  |  |  |
| <b>Craft and Structure</b>                           |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 4.</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 <i>grades 6–8 texts and topics</i> . |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 5.</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.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 6.</b>  | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   |  |  |  |  |  |  |
| <b>Integration of Knowledge and Ideas</b>            |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 7.</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).              |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 8.</b>  | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 9.</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>Range of Reading and Level of Text Complexity</b> |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>8RST 10.</b> | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.  |  |  |  |  |  |  |

# GRADE 8 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Opinion/Argument



### WRITING STANDARDS: OPINION/ARGUMENT WRITING

| <input type="checkbox"/>       | Number         | Standard   |  |  |  |  |  |  |
|--------------------------------|----------------|--|--|--|--|--|--|--|
| <b>Text Types and Purposes</b> |                |  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1</b>    | Write arguments to support claims with clear reasons and relevant evidence.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1a.</b>  | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.         |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1b.</b>  | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1c.</b>  | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                   |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1d.</b>  | Establish and maintain a formal style.   |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 1 e.</b> | Provide a concluding statement or section that follows from and supports the argument presented.   |  |  |  |  |  |  |

### Informative/Explanatory



### WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

| <b>Text Types and Purposes</b> |                |  |  |  |  |  |  |  |
|--------------------------------|----------------|--|--|--|--|--|--|--|
| <input type="checkbox"/>       | <b>8W 2</b>    | Write informative/explanatory texts, <u>including career development documents (e.g., simple business letters and job applications)</u> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2a.</b>  | Introduce a topic <u>or thesis statement</u> clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2b.</b>  | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2c.</b>  | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2d.</b>  | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2 e.</b> | Establish and maintain a formal style.   |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 2 f.</b> | Provide a concluding statement or section that follows from and supports the information or explanation presented.   |  |  |  |  |  |  |

### Narrative



### WRITING STANDARDS: NARRATIVE WRITING

| <b>Text Types and Purposes</b> |                |   |  |  |  |  |  |  |
|--------------------------------|----------------|---|--|--|--|--|--|--|
| <input type="checkbox"/>       | <b>8W 3</b>    | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                              |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 3a.</b>  | 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.       |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 3b.</b>  | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.   |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 3c.</b>  | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 3d.</b>  | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  |  |  |  |  |  |  |
| <input type="checkbox"/>       | <b>8W 3 e.</b> | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |  |  |  |  |  |  |

# GRADE 8 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### WRITING STANDARDS: ALL GENRES

| <input type="checkbox"/>                       | Number          | Standard   |  |  |  |  |  |  |
|--|-----------------|--|--|--|--|--|--|--|
| <b>Production and Distribution of Writing</b>  |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 4.</b>    | 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 standards 1–3 above.)   |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 5.</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 6.</b>    | 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>Research to Build and Present Knowledge</b> |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 7.</b>    | 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.  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 8.</b>    | 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.  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 9.</b>    | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 9. a.</b> | Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 9. b.</b> | Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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>Range of Writing</b>                        |                 |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | <b>8W 10.</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 discipline-specific tasks, purposes, and audiences.  |  |  |  |  |  |  |

# GRADE 8 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### WRITING STANDARDS: Opinion/Argument Writing for History/Social Studies, Science, and Technical Subjects

| □                              | Number           | Standard  |  |  |  |  |  |
|--------------------------------|------------------|---|--|--|--|--|--|
| <b>Text Types and Purposes</b> |                  |   |  |  |  |  |  |
| □                              | <b>8WHST 1</b>   | Write arguments focused on <i>discipline-specific content</i> .   |  |  |  |  |  |
| □                              | <b>8WHST 1a.</b> | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |  |  |  |  |  |
| □                              | <b>8WHST 1b.</b> | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.        |  |  |  |  |  |
| □                              | <b>8WHST 1c.</b> | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.                                  |  |  |  |  |  |
| □                              | <b>8WHST 1d.</b> | Establish and maintain a formal style.  |  |  |  |  |  |
| □                              | <b>8WHST 1e.</b> | Provide a concluding statement or section that follows from and supports the argument presented.  |  |  |  |  |  |



### WRITING STANDARDS: Informative/Explanatory Writing for History/Social Studies, Science, and Technical Subjects

| <b>Text Types and Purposes</b> |                   |   |  |  |  |  |  |
|--------------------------------|-------------------|---|--|--|--|--|--|
| □                              | <b>8WHST 2</b>    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |  |  |  |  |  |
| □                              | <b>8WHST 2a.</b>  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  |  |  |  |  |
| □                              | <b>8WHST 2b.</b>  | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   |  |  |  |  |  |
| □                              | <b>8WHST 2c.</b>  | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   |  |  |  |  |  |
| □                              | <b>8WHST 2d.</b>  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |  |  |  |  |  |
| □                              | <b>8WHST 2 e.</b> | Establish and maintain a formal style and objective tone.   |  |  |  |  |  |
| □                              | <b>8WHST 2 f.</b> | Provide a concluding statement or section that follows from and supports the information or explanation presented.  |  |  |  |  |  |



### WRITING STANDARDS: Narrative Writing for History/Social Studies, Science, and Technical Subjects

| <b>Text Types and Purposes</b> |                |  |  |  |  |  |  |
|--------------------------------|----------------|--|--|--|--|--|--|
|                                | <b>8WHST 3</b> | (Not applicable as a separate requirement) |  |  |  |  |  |

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# GRADE 8 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### WRITING STANDARDS: All Genres for History/Social Studies, Science, and Technical Subjects

| <input type="checkbox"/>                       | Number    | Standard   |  |  |  |  |  |  |  |
|--|-----------|--|--|--|--|--|--|--|--|
| <b>Production and Distribution of Writing</b>  |           |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 4.  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 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  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 6.  | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  |  |  |  |  |  |  |  |
| <b>Research to Build and Present Knowledge</b> |           |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 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.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 8.  | Gather relevant information from multiple print and digital sources ( <u>primary and secondary</u> ), 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. |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 9.  | Draw evidence from informational texts to support analysis reflection, and research.   |  |  |  |  |  |  |  |
| <b>Range of Writing</b>                        |           |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 8WHST 10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |  |  |  |  |  |  |  |

### Speaking & Listening



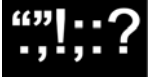
### SPEAKING AND LISTENING STANDARDS

| <input type="checkbox"/>                   | Number  | Standard   |  |  |  |  |  |  |  |
|--|---------|--|--|--|--|--|--|--|--|
| <b>Comprehension and Collaboration</b>     |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 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, <u>building on others' ideas and expressing their own clearly.</u>   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 1a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 1b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 1c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 1d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 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.   |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 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>Presentation of Knowledge and Ideas</b> |         |  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 4.  | Present claims and findings (e.g., argument, narrative, response to literature presentations), 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. |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 4.a | <u>Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</u>              |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 5.  | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 8SL 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.)  |  |  |  |  |  |  |  |

GRADE 8 STUDENT CHECKLIST  
California Common Core Standards English Language Arts



**Language**



**LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY**

| ☐                                      | Number        | Standard   |  |  |  |  |  |  |
|--|---------------|--|--|--|--|--|--|--|
| <b>Conventions of Standard English</b> |               |  |  |  |  |  |  |  |
| ☐                                      | <b>8L 1</b>   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 1a.</b> | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 1b.</b> | Form and use verbs in the active and passive voice.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 1c.</b> | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 1d.</b> | Recognize and correct inappropriate shifts in verb voice and mood.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 2</b>   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 2a.</b> | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 2b.</b> | Use an ellipsis to indicate an omission.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 2c.</b> | Spell correctly.   |  |  |  |  |  |  |
| <b>Knowledge of Language</b>           |               |  |  |  |  |  |  |  |
| ☐                                      | <b>8L 3</b>   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |  |  |  |  |  |  |
| ☐                                      | <b>8L 3a.</b> | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).  |  |  |  |  |  |  |
| <b>Vocabulary Acquisition and Use</b>  |               |  |  |  |  |  |  |  |
| ☐                                      | <b>8L 4</b>   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 4a.</b> | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 4b.</b> | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  |  |  |  |  |  |  |
| ☐                                      | <b>8L 4c.</b> | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech <u>or trace the etymology of words.</u> |  |  |  |  |  |  |
| ☐                                      | <b>8L 4d.</b> | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |  |  |  |  |  |  |
| ☐                                      | <b>8L 5</b>   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 5a.</b> | Interpret figures of speech (e.g. verbal irony, puns) in context.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 5b.</b> | Use the relationship between particular words to better understand each of the words.  |  |  |  |  |  |  |
| ☐                                      | <b>8L 5c.</b> | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).   |  |  |  |  |  |  |
| ☐                                      | <b>8L 6.</b>  | 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.   |  |  |  |  |  |  |