



## EIGHTH GRADE

### *Reading Standards for the Archdiocese of Detroit*

#### *Literature*

##### *Key Ideas and Details*

<b>R.L.8.1</b>	<ul style="list-style-type: none"><li>• Read closely to determine what the text says explicitly and to make logical inferences from it.</li></ul>
<b>R.L.8.1a</b>	<ul style="list-style-type: none"><li>• Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li></ul>
<b>R.L.8.2</b>	<ul style="list-style-type: none"><li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>
<b>R.L. 8.3</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>R.L.8.4</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>R.L.8.5</b>	<ul style="list-style-type: none"><li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ul>

##### *Craft and Structure*

<b>R.L.8.6</b>	<ul style="list-style-type: none"><li>• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li></ul>
<b>R.L.8.7</b>	<ul style="list-style-type: none"><li>• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li></ul>
<b>R.L.8.8</b>	<ul style="list-style-type: none"><li>• Assess how point of view or purpose shapes the content and style of a text.</li></ul>
<b>RL. 8.9</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>RL. 8.10</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>RL. 8.11</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>

##### *Integration of Knowledge and Ideas*

<b>R.L.8.12</b>	<ul style="list-style-type: none"><li>• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.</li></ul>
<b>RL 8.13</b>	<ul style="list-style-type: none"><li>• Analyze the extent to which a film 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.</li></ul>
<b>RL 8.14</b>	<ul style="list-style-type: none"><li>• Analyze how a modern work of fiction draws on themes, patterns of events, or</li></ul>

	character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new; analyze how two or more texts address similar themes or topic in order to build knowledge or to compare the approaches the authors take.
<i>Range of Reading and Level of Text Complexity</i>	
<b>RL 8.15</b>	<ul style="list-style-type: none"> <li>Read and comprehend complex literary text including stories, dramas, and poems, independently and proficiently at the eighth grade complexity level.</li> </ul>
<b><i>Informational Text</i></b>	
<i>Key Ideas and Details</i>	
<b>RI 8.1</b>	<ul style="list-style-type: none"> <li>Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</li> </ul>
<b>RI 8.2</b>	<ul style="list-style-type: none"> <li>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> </ul>
<b>RI 8.3</b>	<ul style="list-style-type: none"> <li>Analyze how a text makes connections and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul>
<b>RI.8.4</b>	<ul style="list-style-type: none"> <li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>
<i>Craft and Structure</i>	
<b>RI.8.5</b>	<ul style="list-style-type: none"> <li>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>
<b>RI.8.6</b>	<ul style="list-style-type: none"> <li>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul>
<b>RI 8.7</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>RI 8.8</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>RI 8.9</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<i>Integration of Knowledge and Ideas</i>	
<b>RI.8.10</b>	<ul style="list-style-type: none"> <li>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> </ul>
<b>RI 8.11</b>	<ul style="list-style-type: none"> <li>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present.</li> </ul>
<b>RI 8.12</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>RI 8.13</b>	<ul style="list-style-type: none"> <li>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; identify where the</li> </ul>

	texts disagree on matters of fact or interpretation.
<i>Range of Reading and Level of Text Complexity</i>	
<b>RI.8.14</b>	<ul style="list-style-type: none"> <li>Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing.</li> </ul>
<b>RI.8.15</b>	<ul style="list-style-type: none"> <li>Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex.SQ3R, pattern guides, process of reading guides).</li> </ul>
<b>RI.8.16</b>	<ul style="list-style-type: none"> <li>Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the eighth grade complexity level.</li> </ul>
<b>WRITING</b>	
<b>Text Types and Purposes</b>	
<b>W 8.1</b>	<ul style="list-style-type: none"> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> </ul>
<b>W 8.1a</b>	<ul style="list-style-type: none"> <li>Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>
<b>W 8.1b</b>	<ul style="list-style-type: none"> <li>Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>
<b>W 8.1c</b>	<ul style="list-style-type: none"> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</li> </ul>
<b>W 8.1d</b>	<ul style="list-style-type: none"> <li>Establish and maintain a formal style.</li> </ul>
<b>W 8.1e</b>	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that flows from and supports the argument presented.</li> </ul>
<b>W 8.2</b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</li> </ul>
<b>W 8.2a</b>	<ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.</li> </ul>
<b>W 8.2b</b>	<ul style="list-style-type: none"> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>
<b>W 8.2c</b>	<ul style="list-style-type: none"> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>
<b>W 8.2d</b>	<ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform or explain the topic.</li> </ul>
<b>W 8.2e</b>	<ul style="list-style-type: none"> <li>Establish and maintain a formal style.</li> </ul>
<b>W 8.2f</b>	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that flows from and supports the information or explanation presented.</li> </ul>
<b>W 8.3</b>	<ul style="list-style-type: none"> <li>Write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> </ul>
<b>W.8.3a</b>	<ul style="list-style-type: none"> <li>Build foundation for the audience by establishing a context and point</li> </ul>

	of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.8.3b</b>	<ul style="list-style-type: none"> <li>○ Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events and/or characters.</li> </ul>
<b>W.8.3c</b>	<ul style="list-style-type: none"> <li>○ Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships between experiences and events.</li> </ul>
<b>W.8.3d</b>	<ul style="list-style-type: none"> <li>○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>
<b>W.8.3e</b>	<ul style="list-style-type: none"> <li>○ Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<b>W.8.4</b>	<ul style="list-style-type: none"> <li>● Write a historical expository piece ( journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and or annotations.</li> </ul>
<b>W.8.5</b>	<ul style="list-style-type: none"> <li>● Write a personal experience essay (autobiographical incident) for an authentic audience that includes organizational patterns that support key ideas.</li> </ul>
<b>W.8.6</b>	<ul style="list-style-type: none"> <li>● Write a descriptive piece (eyewitness report) with clear details answering who, what, where, when, why, and how.</li> </ul>
<b>W.8.7</b>	<ul style="list-style-type: none"> <li>● Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings.</li> </ul>
<b>W.8.8</b>	<ul style="list-style-type: none"> <li>● Formulate research questions that demonstrate critical evaluation of multiple resources and perspective, and arguments/counter arguments to develop of thesis statement that culminates in a presented, final project incorporating Catholic social teachings.</li> </ul>
<b>Production and Distribution of Writing</b>	
<b>W 8.9</b>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
<b>W 8.10</b>	<ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, as well as independently, 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.</li> </ul>
<b>W 8.11</b>	<ul style="list-style-type: none"> <li>● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
<b>Research to Build and Present Knowledge</b>	
<b>W 8.12</b>	<ul style="list-style-type: none"> <li>● Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ul>
<b>W 8.13</b>	<ul style="list-style-type: none"> <li>● Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>
<b>W 8.14</b>	<ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<b>W 8.14a</b>	<ul style="list-style-type: none"> <li>● Identify examples that 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.</li> </ul>

<b>W 8.14b</b>	<ul style="list-style-type: none"> <li>Identify examples that 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.</li> </ul>
<b>Range of Writing</b>	
<b>W 8.15</b>	<ul style="list-style-type: none"> <li>Build endurance by writing routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</li> </ul>
<b>Handwriting</b>	
	<ul style="list-style-type: none"> <li>Use cursive writing to write legibly across all content areas.</li> </ul>
<b><i>SPEAKING AND LISTENING</i></b>	
<b>Comprehension and Collaboration</b>	
<b>SL 8.1</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>SL 8.1a</b>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>
<b>SL 8.1b</b>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul> </li> </ul>
<b>SL 8.1c</b>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</li> </ul> </li> </ul>
<b>SL 8.1d</b>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> </li> </ul>
<b>SL.8.2</b>	<ul style="list-style-type: none"> <li>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> </ul>
<b>SL.8.3</b>	<ul style="list-style-type: none"> <li>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; listeners can follow the line of reasoning and the organization, development, and style are appropriate to task audience and purpose; identify when irrelevant evidence is introduced.</li> </ul>
<b>SL 8.4</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>SL 8.5</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
<b>SL 8.6</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>SL 8.7</b>	<ul style="list-style-type: none"> <li>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> </ul>

SL 8.8	<ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.</li> </ul>
<b>Oral Prayer</b>	
SL.8.9	<ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact.</li> </ul>
<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
L 8.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>
L 8.1a	<ul style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> </ul>
L 8.1b	<ul style="list-style-type: none"> <li>Form and use verbs in the active and passive voice.</li> </ul>
L 8.1c	<ul style="list-style-type: none"> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul>
L 8.1d	<ul style="list-style-type: none"> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
L 8.2	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>
L 8.2a	<ul style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ul>
L.8.2b	<ul style="list-style-type: none"> <li>Use an ellipsis to indicate an omission.</li> </ul>
L.8.2c	<ul style="list-style-type: none"> <li>Spell grade appropriate words correctly consulting references when needed.</li> </ul>
L.8.3	Diagram sentences including modifiers, verbals, compound, and complex sentences.
L.8.4	Use style conventions (MLA) and a variety of grammatical structures in writing.
<b>Knowledge of Language</b>	
L.8.5	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
L.8.5a	<ul style="list-style-type: none"> <li>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 an inaccurate statement).</li> </ul>
<b>Vocabulary Acquisitions and Use</b>	
L 8.6	<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> </ul>
L 8.6a	<ul style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or phrase.</li> </ul>
L 8.6b	<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> </ul>
L.8.6c	<ul style="list-style-type: none"> <li>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</li> </ul>
L.8.6d	<ul style="list-style-type: none"> <li>Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</li> </ul>
L.8.7	<ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>

<b>L.8.7a</b>	○ Interpret figures of speech (e.g., verbal irony, puns) in context.
<b>L.8.7b</b>	○ Use the relationship between particular words to better understand each of the words.
<b>L.8.7c</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>L.8.7d</b>	○ Recognize frequently encountered words automatically.
<b>L.8.7e</b>	○ Comprehend syntax of words in grade level vocabulary.
<b>L.8.8</b>	<ul style="list-style-type: none"> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at or above the current grade level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>