

Grade 8 Montana Standards	Novice	Partially Proficient	Proficient	Advanced
	<p>A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>
RL.8.1	Cite textual evidence that supports explicit ideas in the text.	Cite textual evidence that supports what the text says explicitly and draw simple inferences from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)	Refer to implicit textual evidence and cite several relevant pieces of textual evidence to support analysis when drawing inferences from the text.
RL.8.2	Identify a theme or central idea of a text and provide a summary of the text.	Determine a theme or central idea of a text; describe its development over the course of the text; and provide a summary of the text.	Determine a theme or central idea of a text; analyze its development over the course of the text, including its relationship to the characters, setting, and plot; and provide an objective summary of the text. (RL.8.2)	Analyze how implicit details in a text contribute to a theme or central idea and the development of ideas over the course of the text, including its relationship to the characters, setting, and plot; provide a succinct and objective summary of the text.
RL.8.3	Identify elements of a story or drama, including main characters, setting, or plot.	Describe elements of a story or drama that affect the action, reveal an aspect of a character, or provoke a decision.	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. (RL.8.3)	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 over the course of the text, drawing on implicit details.
RL.8.4	Determine the meaning of a word or phrase, including figurative and connotative meanings, based on explicit context.	Determine the meaning of a word or phrase as they are used in a text, including figurative and connotative meanings, based on explicit context and analyze the impact of specific word choices on meaning.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)	Determine the meaning of words and phrases based on implicit context and analyze the impact of words and phrases on the meaning and tone of a text, including figurative language and connotative language, including analogies or allusions to other texts.

RL.8.5	Compare and contrast the structure of two or more texts.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning.	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. (RL.8.5)	Analyze and explain how subtle differences in the structure of two or more texts contribute to its meaning and style.
RL.8.6	Identify differences in the points of view of the characters and the audience or reader.	Describe the differences in the points of view of the characters and the audience or reader.	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. (RL.8.6)	Analyze the differences in the points of view of the characters and the audience or reader, compare and contrast how the points of view are developed by the author, and explaining the effects created by the point of view used in the text.
RL.8.7	Identify key details of a filmed or live production of a story or drama.	Compare and contrast versions of a filmed or live production to a story or drama on which it is based.	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. (RL.8.7)	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, determining whether the subtle choices impact the meaning or tone.
RL.8.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.8.9	Recognize similarities between a modern text and an older text in terms of theme, events, or characters, including texts by and about American Indians.	Compare and contrast key elements in a modern text and an older text in terms of theme, events, or characters, including texts by and about American Indians.	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 and include texts by and about American Indians. (RL.8.9)	Analyze the effect of similarities and/or differences in a modern work of fiction's implied themes, patterns of events, or character types compared to myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new, and include texts by and about American Indians.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 6-8 text complexity band.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low to middle of the Grades 6-8 text complexity band independently.	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. (RL.8.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poems, at the high end of the Grades 6-8 text complexity band independently and proficiently.

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RI.8.1	Cite textual evidence that supports what the text says explicitly.	Cite the textual evidence that supports what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)	Cite accurately and use strong, implicit text evidence as support when analyzing and explaining what the text says explicitly and when drawing inferences from the text.
RI.8.2	Identify a central idea and supporting key details of a text; provide a summary of the text.	Determine a central idea using supporting ideas in the text; provide a summary of a text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text. (RI.8.2)	Analyze how central ideas are supported in a text, referring to relevant details and implicit evidence, and analyze their development over the course of the text; provide a succinct objective summary of the text.
RI.8.3	Identify how individuals, events, cultures, or ideas are connected in a text using explicit information from the text.	Identify how interactions between individuals, events, cultures, or ideas are introduced or supported in a text.	Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)	Analyze how the connections among or distinctions between individuals, events, ideas, or cultures are introduced, supported, or elaborated in a text based on implicit details in the text.

RI.8.4	Identify the meaning of words or phrases in context including figurative language.	Identify the meaning of words or phrases as they are used in a text including figurative, connotative, and technical meanings.	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. (RI.8.4)	Analyze the use 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 the meaning and tone of the text, supporting interpretations with clear, relevant evidence.
RI.8.5	Identify the structure of a paragraph within a text.	Determine how the structure of a specific paragraph in a text contributes to the overall structure.	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. (RI.8.5)	Analyze how the organization of a specific paragraph contributes to the development of ideas, including the role of particular sentences in developing and refining a concept, and strengthening the meaning of the entire text.
RI.8.6	Identify an author's point of view or purpose in a text, including those by and about American Indians.	Identify an author's point of view or purpose in a text, including those by and about American Indians, and describe how the author acknowledges and responds to conflicting evidence or viewpoints based on textual evidence.	Determine an author's point of view or purpose in a text, including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	Analyze how an author's point of view or purpose in a text, including those by and about American Indians, shapes the presentation of ideas, evaluating the techniques the author uses to acknowledge and respond to conflicting evidence or viewpoints, citing relevant textual evidence as support.
RI.8.7	Identify characteristics of a particular medium used to present a topic or idea.	Identify an advantage and/or disadvantage of using different mediums to present a particular topic or idea.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.8.7)	Evaluate the advantages and disadvantages of using different mediums to present a complex topic or idea to various audiences for an intended purpose and how the presentation of the ideas contributes to the meaning and tone.

RI.8.8	Identify the argument in a text, including texts by and about American Indians, identifying explicit reasons and evidence that support the claim.	Identify which claims and evidence from the text provide adequate support for the argument presented in a text, including texts by and about American Indians.	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; and include texts by and about American Indians. (RI.8.8)	Critically evaluate the argument and specific claims in a text, assessing whether the argument uses sound reasoning and sufficient, relevant evidence to support an argument; avoid logical fallacies and biases, recognizing when irrelevant evidence is introduced; use implicit text evidence and accurate citations as support; and include texts by and about American Indians.
RI.8.9	Identify conflicting information presented by two or more authors writing about the same topic, including texts by and about American Indians.	Compare and contrast information presented by two authors writing about the same topic, focusing on conflicting information or evidence, including texts by and about American Indians.	Analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation; and include texts by and about American Indians. (RI.8.9)	Analyze a case in which two or more texts provide inconsistent or conflicting information on the same topic and explain how and/or why two or more authors disagree on matters of fact or interpretation; and include texts by and about American Indians.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the low end of the Grades 6-8 text complexity band.	By the end of the year, read and comprehend literary nonfiction at the low to middle of the Grades 6-8 text complexity band independently.	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. (RI.8.10)	By the end of the year, read, comprehend, and analyze literary nonfiction at the high end of the Grades 6-8 text complexity band proficiently and independently.

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W.8.1	Write arguments with reasons.	Write arguments with reasons and evidence.	Write arguments to support claims with clear reasons and relevant evidence.	Write well-organized arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s) clearly.	a. Introduce claim(s) clearly and organize the reasons and evidence logically.	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	a. Introduce a claim clearly, acknowledge and distinguish alternate or opposing claims, and create an organizational structure to support the writer's argument logically with relevant reasons and evidence.
	b. Identify basic reasons and evidence that support the stated claim(s) to demonstrate a limited understanding of the topic or text.	b. Support claim(s) with reasons and evidence from sources, including oral sources, to demonstrate an understanding of the topic or text.	b. Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.	b. Provide a well-structured argument to support claim(s) with logical reasons and relevant evidence, using various accurate, credible sources, to demonstrate a thorough understanding of the topic or text.
	c. Use words, phrases, and clauses to connect claim(s) and reasons.	c. Use words, phrases, and clauses to create relationships among claim(s), counterclaims, reasons, and evidence.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	c. Use words, phrases, and clauses to effectively create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence.
	d. Identify differences between formal and informal style.	e. Use and/or maintain informal and formal style.	d. Establish and maintain a formal style.	d. Establish and maintain a formal style appropriate for task, purpose, and audience.

	e. Identify a concluding statement that restates the argument presented.	e. Provide a concluding statement or section that restates the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1)	e. Provide an effective conclusion that summarizes the supporting evidence and reinforces the argument presented.
W.8.2	Write informative/explanatory texts about a topic and convey ideas, concepts and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of pertinent details, logical organization, and thorough analysis of relevant content.
	a. State a topic; organize ideas, concepts, and information into broad categories.	a. State a topic; organize ideas, concepts, and information into broad categories and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia .	a. Introduce a topic 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.	a. Provide a clear introduction that provides a preview of evidence to follow; create a logical organizational structure of ideas, concepts and information into broader categories; include appropriate formatting, relevant graphics and multimedia to aid comprehension.
	b. Provide facts, details, and quotations to support the topic.	b. Provide facts, definitions, details, and quotations that support the topic.	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, examples, and information that clearly supports the topic.
	c. Use high-frequency transition words and phrases to connect ideas and concepts.	c. Use transitions to clarify the relationships among ideas and concepts.	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	c. Use appropriate and effective transitions to create cohesion and clarify subtle relationships among complex ideas and concepts.
	d. Use general language to inform about or explain the topic.	d. Use general language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise academic language and domain-specific vocabulary to inform about or explain the topic effectively and contribute to a coherent and cohesive explanation about a topic.

	e. Identify differences between formal and informal style.	e. Use and/or maintain informal and formal style.	e. Establish and maintain a formal style.	e. Establish and maintain a formal style appropriate for task, purpose, and audience.
	f. Provide a concluding statement or section.	f. Provide a concluding statement or section that restates the topic.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2)	f. Provide a concluding statement or section that effectively connects, supports, and reinforces the information or explanation presented.
W.8.3	Write narrative texts about real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective, sophisticated technique, relevant descriptive details, and well-structured event sequences, including non-linear sequences.
	a. Establish a situation or introduce a narrator and/or characters; create a linear event sequence.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds logically.	a. Engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically.	a. Engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters using descriptive language; organize an event sequence that purposefully and logically advances the plot or narrative.
	b. Use brief description to develop experiences, events, and/or characters.	b. Use narrative techniques, such as description and dialogue, to develop experiences and events and/or characters.	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	b. Skillfully use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences and events and/or deepen character development.

	c. Use transition words to indicate event sequence.	c. Use a variety of transition words, phrases, and clauses to manage the sequence of events.	c. 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.	c. Incorporate a variety of transitional words, phrases, and clauses to advance the sequence of events and smoothly transition from one time frame or setting to another.
	d. Use words and phrases to convey experiences and events.	d. Use words and phrases, descriptive details, and sensory language to convey experiences and events.	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	d. Use precise words, phrases, and clauses, relevant descriptive details, and sensory language to capture the action and convey experiences and events effectively.
	e. Provide a concluding sentence that restates the main events.	e. Provide a concluding sentence that relates to the narrated experiences or events.	e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (W.8.3)	e. Provide a meaningful conclusion that reflects on the narrated experiences or events by providing a lesson learned or leaves a lasting emotional impression.
W.8.4	Produce writing in which the organization is appropriate for the task and purpose.	Produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)	Produce clear and coherent writing in which the development, organization, and style demonstrate a sophisticated understanding of the task, purpose, and audience.
W.8.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising, editing, and rewriting as needed.	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. (W.8.5)	Independently plan, revise, edit, rewrite, or try a new approach as needed to strengthen writing to improve clarity, organization, and style, and effectively address purpose and audience.
W.8.6	Use technology, including the Internet, to produce and publish writing, and present information and ideas.	Use technology, including the Internet, to produce and publish writing, collaborate with others, and present information and ideas efficiently.	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. (W.8.6)	Use technology independently, including the Internet, to engage in collaborative groups, produce and publish writing, and present the relationships between information and ideas efficiently and effectively.

W.8.7	Conduct short research projects by using a single, reliable source to ask and answer questions about a topic, including topics and/or sources by and about American Indians.	Conduct short research projects using a limited range of sources to answer different aspects of a topic, including topics and/or sources by and about American Indians, generating additional questions for further research.	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 and include sources and/or topics by and about American Indians. (W.8.7)	Conduct sustained research projects using a wide range of reliable sources, including those by and about American Indians, to investigate various aspects of a topic, refocusing the inquiry or refining the topic as appropriate and generating additional focused, analytical questions that allow for multiple avenues of exploration and further research.
W.8.8	Gather information from print and digital sources; quote or paraphrase information and provide a list of sources.	Gather information from print and digital sources; evaluate the credibility of each source; quote or paraphrase information while avoiding plagiarism and provide a list of sources following a standard format for citation.	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. (W.8.8)	Synthesize information from a variety of print and digital sources; assess the credibility and accuracy of each source; and accurately quote or succinctly paraphrase the data and conclusions of others while avoiding plagiarism and provide complete bibliographic information for sources following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support research.	Draw evidence from literary or informational texts to support reflection and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from a variety of literary or informational texts to support analysis, reflection, and research.
	a. Apply grade 8 reading standards to literature with low complexity.	a. Apply grade 8 reading standards to literature with low to moderate complexity.	a. apply Grade 8 reading standards 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").	a. Apply grade 8 reading standards to literature with high complexity.

	b. Apply grade 8 reading standards to informational texts with low complexity.	b. Apply grade 8 reading standards to informational texts with low to moderate complexity.	b. apply Grade 8 reading standards 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 and recognize when irrelevant evidence is introduced."). (W.8.9)	b. Apply grade 8 reading standards to literary nonfiction with high complexity.
W.8.10	Write routinely over short time frames (a single sitting or periods during a day) for general tasks, purposes, and audiences.	Writes routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for discipline-specific tasks, purposes, and audiences.	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. (W.8.10)	Manage time effectively for extended writing projects and shorter writing tasks for discipline-specific tasks, purposes, and audiences by demonstrating strong research skills, thoughtful reflection, thorough revision, and organized presentation.

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L.8.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Identify verbals in a sentence.	a. Identify how verbals operate within a sentence, explaining how they act as nouns, adjectives, or adverbs	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	a. Demonstrate an understanding of verbals (gerunds, participles, infinitives) by accurately explaining their function within sentences and analyze how the use of verbals enhances clarity, style, and meaning.
	b. Understand that in active voice, the subject performs the action of the verb, while in passive voice, the subject receives the action.	b. Identify verbs in the active and passive voice.	b. Form and use verbs in the active and passive voice.	b. Skillfully choose between active and passive constructions to achieve specific effects and explain the impact of their choices on meaning and tone.
	c. Understand that verb moods indicate the type of action described (e.g., imperative is giving an instruction, interrogative asks a question).	c. Identify verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	c. Skillfully use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve specific effects.

	d. Understand that verb voice indicates who is performing the action, and mood expresses the writer's attitude or perspective towards the action.	d. Identify inappropriate shifts in verb voice and mood.	d. Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1)	d. Recognize and correct inappropriate shifts in verb voice and mood, explain how maintaining a consistent voice and mood strengthens a text's coherence and meaning, and revise sentences to enhance tone, style, and understanding.
L.8.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Understand that punctuation (comma, ellipsis, dash) is used to indicate a pause or break.	a. Identify punctuation (comma, ellipsis, dash) that is used to indicate a pause or break.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	a. Use punctuation (commas, ellipses, dashes) to create purposeful pauses or breaks in writing, enhancing the flow, clarity, and meaning of the text.
	b. Understand that an ellipsis is used to indicate an omission.	b. Identify when an ellipsis is used to indicate an omission.	b. Use an ellipsis to indicate an omission.	b. Consistently apply the ellipsis correctly, ensuring that omissions are purposeful and do not alter the original intent or integrity of the text.
	b. Identify misspellings of high-frequency words.	b. Identify misspellings of grade-level words.	c. Spell correctly. (L.8.2)	b. Recognize and correct misspellings of grade-level or unfamiliar words.
L.8.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Recognize verbs in the active and passive voice and in the conditional and subjunctive mood and the effect created by their use.	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood and describe the effect created by their use.	a. 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).	a. Consistently use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve clear and deliberate effects.

L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on beginning grade 8 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developing grade 8 reading and content, choosing flexibly from a range of strategies.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on advanced grade 8 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context or position as a clue to the meaning of a word or phrase.	a. 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.	a. Use implicit paragraph-level or section context as a clue to the meaning of a word or phrase.
	b. Identify the meaning of an unknown word with a commonly known affix.	b. Determine the meaning of an unknown word with common, grade-appropriate affixes and roots.	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. Use lesser-known affixes from various derivations to discern the meaning of a word when added to a root.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the meaning of a word.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify its precise meaning or its part of speech.	c. 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.	c. Determine or clarify the precise meaning, part of speech, pronunciation, and derivation of words by consulting the appropriate print or digital reference materials (e.g., dictionaries, glossaries, thesauruses).
	d. Form a preliminary determination of the meaning of a word.	d. Determine the precise meaning of a word or phrase as it is used in context (e.g., by comparing the context or to a dictionary definition).	d. 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)	d. Verify that the preliminary determination of a word or phrase is correct by confirming that the inferred meaning accurately fits in context and by confirming the precise meaning in a dictionary or other reference source.
L.8.5	Demonstrate a beginning understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate a developing understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate an advanced understanding of figurative language, word relationships, and nuances in word meanings.
	a. Identify figurative language in context.	a. Determine the meaning of figurative language in context.	a. Interpret figures of speech (e.g. verbal irony, puns) in context.	a. Interpret and explain the meaning of figurative language in context.

	b. Identify the relationship between synonyms and antonyms.	b. Determine the relationship between two words.	b. Use the relationship between particular words to better understand each of the words.	b. Analyze the relationship between words and phrases in a text to clarify and determine the precise meaning of <u>each word</u> .
	c. Identify words with similar denotations.	c. Identify the connotation of a word based on context.	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	c. Distinguish shades of meaning among words with subtle connotative differences and similar denotations.
	d. Understand that that word meanings can change based on context and social influences.	d. Understand that word meanings can vary over time, based on culture and social relationships, or across different cultures.	d. Recognize the influence time, culture, gender and social relationships have upon word meaning.	d. Analyze and explain nuanced shifts in word meaning due to time, culture, gender, and social relationships.
L.8.6	Use grade-appropriate general academic words and phrases; gather vocabulary knowledge of a word or phrase important to comprehension.	Use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension.	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.	Acquire and use accurately grade-appropriate and above grade-level general academic and domain-specific words and phrases; demonstrate vocabulary knowledge when using or explaining a word or phrase important to comprehension or expression.