

## Reading Standards for Literature (DOA.RL.8)

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RL.8.1	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
DOA.RL.8.2	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.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.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.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.8.4	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.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RL.8.5	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.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RL.8.6	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>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.8.7	Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.	
DOA.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.	<b>R_ Integration of Knowledge and Ideas</b> <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RL.8.10	By the end of the year, read and comprehend literature, dramas, and poems, at the high end of grades 6-8 text complexity band proficiently independently and proficiently.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Reading Standards for Informational Text (DOA.RI.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RI.8.1	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
DOA.RI.8.2	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.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.8.4	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.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RI.8.5	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.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RI.8.6	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>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to report a particular topic or idea.	
DOA.RI.8.8	Delineate and evaluate the argument an specific claim in a text, assessing whether the reasoning is sound an the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>R_ Integration of Knowledge and Ideas</b> <i>Analyzing Arguments</i>
DOA.RI.8.9	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>R_ Integration of Knowledge and Ideas</b> <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RI.8.10	By the end of the year, read and comprehend literary non-fiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Writing Standards (DOA.W.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Text Types and Purposes</b>		
DOA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	
DOA.W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W_ Ideas and Analysis W_ Development and Support
DOA.W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W_ Organizing W_ Language Use and Conventions
DOA.W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Generating Ideas Developing and Sustaining Ideas
DOA.W.8.1d	Establish and maintain a formal style.	Organizing Ideas
DOA.W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Communicating Ideas
DOA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
DOA.W.8.2a	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.	W_ Ideas and Analysis W_ Development and Support
DOA.W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W_ Organizing W_ Language Use and Conventions
DOA.W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Generating Ideas Developing and Sustaining Ideas
DOA.W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Organizing Ideas Communicating Ideas
DOA.W.8.2e	Establish and maintain a formal style.	
DOA.W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	

## Writing Standards (DOA.W.8) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.8.3a	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.	
DOA.W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	
DOA.W.8.3c	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.	
DOA.W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
DOA.W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing Standards		
DOA.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>E_ Production of Writing</b> <b>E_ Knowledge of Language</b> <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.	
DOA.W.8.6	Use technology, including the Internet, to produce and publish writing present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

## Writing Standards (DOA.W.8) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Research to Build and Present Knowledge Standards</b>		
DOA.W.8.7	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.	
DOA.W.8.8	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.	
DOA.W.8.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.8.9a	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, historical fiction, or foundational religious works including describing how the material is rendered new”).	
DOA.W.8.9b	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 Standards</b>		
DOA.W.8.10	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.	

## Speaking and Listening Standards (DOA.SL.8)

### STANDARDS

**ACT Reporting Category**  
**ACT Knowledge and Skills**

#### Comprehension and Collaboration

DOA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 <i>topics, texts, and issues</i> building on others' ideas and expressing their own clearly.	
DOA.SL.8.1a	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.	
DOA.SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
DOA.SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
DOA.SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
DOA.SL.8.2	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.	
DOA.SL.8.3	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>		
DOA.SL.8.4	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.	
DOA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
DOA.SL.8.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	

<b>Language Standards (DOA.L.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
Conventions of Standard English		
DOA.L.8.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<b>E_ Conventions of Standard English</b> <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.8.1	Explain the function of verbal’s (gerunds, participles, infinitives) in general and their function in particular sentences.	
DOA.L.8.1b	Form and use verbs in the active and passive voice.	
DOA.L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
DOA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>E_ Conventions of Standard English</b> <i>Punctuation and Capitalization</i>
DOA.L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	
DOA.L.8.2b	Use an ellipsis to indicate an omission.	
DOA.L.8.2c	Spell correctly.	
Knowledge of Language		
DOA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>E_ Knowledge of Language</b> <i>Clarity and Style</i>
DOA.L.8.3a	Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	

## Language Standards (DOA.L.8) continued...

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Vocabulary Acquisition and Use		
DOA.L.8.4	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.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.8.4a	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.	
DOA.L.8.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	
DOA.L.8.4c	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.	
DOA.L.8.4d	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).	
DOA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.8.5a	Interpret figures of speech (e.g., verbal irony, puns) in context.	
DOA.L.8.5b	Use the relationship between particular words to better understand each of the words.	
DOA.L.8.5c	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> ).	
DOA.L.8.6	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.	R_ Craft and Structure R_ Progress with Text Complexity Language Use