**Grade 8 Reading Standards 2017**

**Grade 8 Reading Standards for Literature [RL]**

**Key Ideas and Details**

**1.** Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

**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 a text.

**3.** Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

**Craft and Structure**

**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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.

**6.** Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Integration of Knowledge and Ideas**

**7.** Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).

**8.** (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

**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.

**Range of Reading and Level of Text Complexity**

**10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**Grade 8 Reading Standards for Informational Text [RI]**

**Key Ideas and Details**

**1.** Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

**2.** Determine a text’s central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

**3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

**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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

**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.

**Integration of Knowledge and Ideas**

**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.

**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.

**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.

**Range of Reading and Level of Text Complexity**

**10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See more on qualitative and quantitative dimensions of text complexity.)

**Grade 8 Writing Standards**

**Text Types and Purposes**

**WRITING**

**1.** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

**a.** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**d.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**e.** Provide a concluding statement or section that follows from and supports the argument presented.

***A literary analysis of Hall’s poem, “Maybe Dats Youwr Pwoblem Too,” begins not with a usual thesis statement but with a personal anecdote of a situation that amused others, embarrassed the author. This engages reader to continue reading an analysis of Hall’s humorous/serious poem about the dilemma of being Spiderman, who can’t escape his identity.***

**2.** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**a.** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**e.** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

***A student shows personal engagement with Cynthia Lord’s book* Rules *in a letter to the author describing how reading the book deepened her understanding of her autistic brother. The letter maintains a tone of friendliness, appreciation.***

**3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

**a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

**b.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**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.

**d.** Use precise words and phrases and relevant descriptive details to convey a tone (the writer’s attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.

Literacy 104

***Suspense builds in “Lab Rat,” an eighth grade science fiction story on Massachusetts Writing Standards in Action. Developed in a manner appropriate to a chapter of a longer work, the conclusion focuses on the plight of the narrator and invites the reader to continue reading further to find out what happens next (W.8.3, W.8.4, L.8.1, L.8.3, L.8.6). A different sort of narrative unfolds in the poem, “Before on Stone.” In this work, the writer adapts the form of Stephen Chbosky’s poem, “Once on Yellow Paper with Green Lines,” from his coming-of-age novel, The Perks of Being a Wallflower, to create a new poem that traces the evolution of writing through time (W.8.3, W.8.10, RL.8.4, L.8.3, L.8.5, L.9–10.1).***

**Production and Distribution of Writing**

**4.** 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.)

**5.** 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.

**a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

**b.** Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**6.** Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

**7.** Conduct short as well as more sustained 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.

**8.** When conducting research, 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.

**9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

**Range of Writing**

**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.