



8th Grade Reading

ELA.8.R.1 Reading Prose and Poetry

Literary Elements

ELA.8.R.1.1: Analyze the interaction between character development, setting, and plot in a literary text.

Theme

ELA.8.R.1.2: Analyze two or more themes and their development throughout a literary text.

Benchmark Clarifications:

Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.8.R.1.3: Analyze how an author develops and individualizes the perspectives of different characters.

Benchmark Clarifications:

Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

ELA.8.R.1.4: Analyze structure, sound, imagery, and figurative language in poetry.

Benchmark Clarifications:

Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.

Clarification 2: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.

Clarification 3: Imagery, as used here, refers to language and description that appeals to the five senses.

Clarification 4: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.



■ ELA.8.R.2 Reading Informational Text

Structure

ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

Central Idea

ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.

Purpose and Perspective

ELA.8.R.2.3: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Benchmark Clarifications:

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

Argument

ELA.8.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Benchmark Clarifications:

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

■ ELA.8.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

Benchmark Clarifications:

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

Clarification 2: See [Secondary Figurative Language](#).

Paraphrasing and Summarizing

ELA.8.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.



Comparative Reading

ELA.8.R.3.3: Compare and contrast the use or discussion of archetypes in texts.

Benchmark Clarifications:

Clarification 1: See [Archetypes](#).

Understanding Rhetoric

ELA.8.R.3.4: Explain how an author uses rhetorical devices to support or advance an appeal.

Benchmark Clarifications:

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.

Clarification 2: See [Secondary Figurative Language](#).

Clarification 3: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

Clarification 4: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

Communication

ELA.8.C.1 Communicating Through Writing

Narrative Writing

ELA.8.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

Argumentative Writing

ELA.8.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Elaborative Techniques](#).

Expository Writing

ELA.8.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Improving Writing

ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.



ELA.8.C.2 Communicating Orally*Oral Presentation*

ELA.8.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence.

Benchmark Clarifications:

Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.

Clarification 2: For further guidance, see the [Secondary Oral Communication Rubric](#).

ELA.8.C.3 Following Conventions*Conventions*

ELA.8.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.

Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Clarification 2: See [Convention Progression by Grade Level](#) for more information.

ELA.8.C.4 Researching*Researching and Using Information*

ELA.8.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

Benchmark Clarifications:

Clarification 1: There is no requirement that students research the additional questions generated.

Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.8.C.5 Creating and Collaborating*Multimedia*

ELA.8.C.5.1: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

Technology in Communication

ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing



Vocabulary

ELA.8.V.1 Finding Meaning

Academic Vocabulary

ELA.8.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.8.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:

Clarification 1: See [Common Greek and Latin Roots 6-8](#) and [Affixes](#).

Context and Connotation

ELA.8.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See ELA.8.R.3.1 and [Secondary Figurative Language](#).



Sample texts by standard

	ELA.8. R.1.1	ELA.8. R.1.2	ELA.8. R.1.3	ELA.8. R.1.4	ELA.8. R.2.1	ELA.8. R.2.2	ELA.8. R.2.3	ELA.8. R.2.4	ELA.8. R.3.1	ELA.8. R.3.2	ELA.8. R.3.3	ELA.8. R.3.4
	Analyze the interaction between character development, setting, and plot in a literary text.	Analyze two or more themes and their development throughout a literary text.	Analyze how an author develops and individualizes the perspectives of different characters.	Analyze structure, sound, imagery, and figurative language in poetry.	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Analyze two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the use or discussion of archetypes in texts.	Explain how an author uses rhetorical devices to support or advance an appeal.
"9/11 Address to the Nation" by George W. Bush						•	•	•		•		•
"A Day that Will Live in Infamy" by Franklin Roosevelt						•	•	•		•		•
"Ain't I a Woman?" by Sojourner Truth						•	•	•		•		•
"Blessings of Liberty and Education" by Frederick Douglass						•	•	•		•		•
"Introduction to Poetry" by Billy Collins		•		•					•	•		
"Parsley" by Rita Dove		•		•					•	•		
"The Bells" by Edgar Allan Poe				•					•	•		
"The Cremation of Sam McGee" by Robert Service	•			•						•		



	ELA.8. R.1.1	ELA.8. R.1.2	ELA.8. R.1.3	ELA.8. R.1.4	ELA.8. R.2.1	ELA.8. R.2.2	ELA.8. R.2.3	ELA.8. R.2.4	ELA.8. R.3.1	ELA.8. R.3.2	ELA.8. R.3.3	ELA.8. R.3.4
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"The Gift of the Magi" by O. Henry	•		•						•	•		
"The Raven" by Edgar Allan Poe	•			•					•	•		
"The Yellow Wallpaper" by Charlotte Perkins Gilman	•	•							•	•		
"We Real Cool" by Gwendolyn Brooks		•		•					•	•		
"What Does American Democracy Mean to Me?" by Mary McLeod Bethune							•	•		•		•
Anne Frank: <i>Diary of a Young Girl</i> by Anne Frank					•	•	•			•		
<i>Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson	•	•	•						•	•	•	
<i>I Will Always Write Back</i> by Caitlin, Liz Welch Alifrenka, Ganda, Martin					•	•	•			•		



	ELA.8. R.1.1	ELA.8. R.1.2	ELA.8. R.1.3	ELA.8. R.1.4	ELA.8. R.2.1	ELA.8. R.2.2	ELA.8. R.2.3	ELA.8. R.2.4	ELA.8. R.3.1	ELA.8. R.3.2	ELA.8. R.3.3	ELA.8. R.3.4
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<i>Long Walk to Freedom</i> by Nelson Mandela					•	•						•
<i>Rip Van Winkle</i> by Washington Irving	•	•							•		•	
<i>Shane</i> by Jack Schaefer	•	•	•						•		•	
<i>Sir Gawain and the Green Knight</i> by Gawain Poet (unknown)	•	•							•		•	
<i>Swiss Family Robinson</i> by Johann David Wyss	•	•							•		•	
<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> by Catherine Thimmesh			•		•							
<i>The Call of the Wild</i> by Jack London	•	•							•			
<i>The Chosen</i> by Chaim Potok	•	•	•						•			•
<i>The Hobbit</i> by J.R.R. Tolkien	•	•							•		•	•



	ELA.8. R.1.1	ELA.8. R.1.2	ELA.8. R.1.3	ELA.8. R.1.4	ELA.8. R.2.1	ELA.8. R.2.2	ELA.8. R.2.3	ELA.8. R.2.4	ELA.8. R.3.1	ELA.8. R.3.2	ELA.8. R.3.3	ELA.8. R.3.4
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<i>The Princess and the Goblin</i> by George MacDonald	•	•	•				•			•	•	
<i>The Wright Brothers: How They Invented the Airplane</i> by Russell Freedman					•					•		
<i>Things Fall Apart</i> by Chinua Achebe	•	•	•						•	•	•	
<i>To Kill a Mockingbird</i> by Harper Lee	•	•	•						•	•	•	•
<i>Trapped</i> by Marc Aronson					•	•				•		