

Grade 8 - Kansas ELA Standards 2017									
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Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

Writing																			
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Text Types and Purposes																			
dates ---->																			
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.																			
dates ---->																			
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.																			
dates ---->																			
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.																			
dates ---->																			
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.																			
dates ---->																			
d. Establish and maintain a formal style.																			
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e. Provide a concluding statement or section that follows from and supports the argument presented.																			
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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.																			
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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.																			
dates ---->																			
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.																			
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c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.																			
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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.																			
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e. Establish and maintain a formal style.																			
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f. Provide a concluding statement or section that follows from and supports the information or explanation presented.																			
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W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.																			
dates ---->																			
a. 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.																			
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b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.																		
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c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.																		
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d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.																		
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e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.																		
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Production and Distribution of Writing																			
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W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.																		
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W.8.5	<i>With some guidance and support from adults and peers</i> , 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.																		
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W.8.6	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.																		
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Research to Build and Present Knowledge																			
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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.																		
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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.																		
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W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.																		
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Language in Writing																			
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W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing.																		
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a.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.																		
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b.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.																		
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c.	Form and use verbs in the active and passive voice.																		
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d.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.																		
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e.	Recognize and correct inappropriate shifts in verb voice and mood.																		
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W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
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a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.																		
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b.	Use an ellipsis to indicate an omission.																		
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c.	Spell correctly.																		
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Range of Writing																			
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W.8.12	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.																		
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Speaking and Listening																			
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Comprehension and Collaboration																			
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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 topics, texts, and issues, building on others' ideas and expressing their own clearly.																		
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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.																		
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SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.																		
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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.																		
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SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.																		
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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.																		
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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.																		
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Presentation of Knowledge and Ideas												
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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.											
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SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.											
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SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.											
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Language in Speaking and Listening												
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SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking											
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SL.8.7.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.											
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SL.8.7.b	Form and use verbs in the active and passive voice.											
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SL.8.7.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.											
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SL.8.7.d	Recognize and correct inappropriate shifts in verb voice and mood.											
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SL.8.8	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.											
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Reading: Literature												
Key Ideas and Details												
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											
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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.											
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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.											
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Craft and Structure												
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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.											
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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.											
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Key Ideas and Details												
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RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											
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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.											
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RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).											
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Craft and Structure												
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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.											
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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.											
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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.											
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Integration of Knowledge and Ideas												
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RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.											
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RI.8.8	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.											
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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.											
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Language in Reading: Informational												
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RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.											
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RI.8.11	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.											
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RI.8.11.a	Use context as a clue to the meaning of a word or phrase.											
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RI.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).											
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