

## Grade Proficiency Map (ELA Grade 8)

\*Adapted from: <https://www.unbounded.org/>

Grade 8 Standards-Targets	<u>Module 1</u>	<u>Module 2 (B)</u>	<u>Module 3 (B)</u>	<u>Module 4</u>
	<b>Theme: Close Reading and Writing to Learn</b>  <b>Unit: Finding Home: Refugees</b>	<b>Theme: Working with Evidence</b>  <b>Unit: A Midsummer Night's Dream and the Comedy of Control</b>	<b>Theme: Understanding Perspectives</b>  <b>Unit: The Civil Rights Movement and the Little Rock Nine</b>	<b>Theme: Research, Decision-Making, and Forming Positions</b>  <b>Unit: Sustainability of World's Food Supply</b>
<b>Literature</b>	<ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● 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.</li><li>● RL.8.6. Analyze how</li></ul>	<ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● 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.</li><li>● RL.8.4. Determine the meaning of words and</li></ul>	<ul style="list-style-type: none"><li>● RL.8.10. 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. Integrated throughout.</li><li>● RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations</li></ul>	<ul style="list-style-type: none"><li>● RL.8.10. 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. Integrated throughout.</li><li>● RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situation</li></ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• RL.8.10. 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.</li> <li>• RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories,</li> </ul>		
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		<p>or religious works such as the Bible, including describing how the material is rendered new.</p> <ul style="list-style-type: none"> <li>• RL.8.10. 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. Integrated throughout.</li> <li>• RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</li> </ul>		
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to</li> </ul>

	<p>supporting ideas; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.8.10. By the end of the year, read and</li> </ul>	<p>through comparisons, analogies, or categories).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RI.8.10. 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● RI.8.10. 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.</li> </ul>	<p>conflicting evidence or viewpoints.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> <li>● RI.8.10. 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.</li> <li>●</li> </ul>
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	comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.8.4. 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<ul style="list-style-type: none"> <li>• L.8.4. 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.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• W.8.1. Write arguments to support claims with clear reasons and relevant evidence</li> <li>• W.8.3. Write narratives to develop real or imagined experiences or events using effective technique,</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• W.8.1. Write arguments to support claims with clear reasons and relevant evidence</li> <li>• W.8.2. Write informative/explanatory texts to examine a</li> </ul>

	<p>content.</p> <ul style="list-style-type: none"> <li>• W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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 new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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.</li> <li>• W.8.7. Conduct short research projects to answer a question</li> </ul>	<p>relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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 new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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.</li> <li>• W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• W.8.10. Write routinely over extended time frames (time for research, reflection, and revision)</li> </ul>	<ul style="list-style-type: none"> <li>• W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• 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 new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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.</li> <li>• W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• 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</li> </ul>	<p>topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• 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 new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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. Integrated throughout.</li> <li>• W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and</li> </ul>
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	<p>(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> <li>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.</li> <li>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>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).</li> </ul>	<p>and shorter time frames (a single sitting or a day or two). Integrated throughout.</p> <ul style="list-style-type: none"> <li>W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</li> </ul>	<p>or two).</p> <ul style="list-style-type: none"> <li>W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original</li> </ul>	<p>generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> <li>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.</li> <li>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>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).</li> </ul>
	N/A	N/A	<ul style="list-style-type: none"> <li>SL.8.1. Engage effectively</li> </ul>	<ul style="list-style-type: none"> <li>SL.8.2. Analyze the</li> </ul>

<p><b>Speaking and Listening</b></p>			<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• SL.8.5. Include multimedia components (e.g., graphics, images,</li> </ul>
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				<p>music, sound) and visual displays in presentations to clarify information.</p> <ul style="list-style-type: none"><li>● SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li></ul>
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