

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
GRADE 8**

READING: LITERATURE

General Category: Key Ideas and Details <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite the strongest textual evidence to: (8.4.1.1) <ul style="list-style-type: none"> • support analysis of what the text says explicitly • draw inferences from the text 	<ul style="list-style-type: none"> • Items may require interpretation of symbolism. 	
8	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a theme or central idea of a text, including those by and about Minnesota American Indians; 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. (8.4.2.2)	<ul style="list-style-type: none"> • For the purpose of assessment, the term by and about should be interpreted as by and/or about. • Literature and items are not limited to the cultural experience of Minnesota American Indians but may also include representation of the cultural experience of diverse cultures, groups, or communities within the United States and around the world. • Items may address themes/central ideas that focus on matters other than cultural experience of specific groups, communities, or cultures. • Items include, but are not limited to, character traits (emotions, motivations); methods of characterization (behavior, action, speech); characters' affect on plot (sequence of events), setting (time and place), and/or theme; comparison/contrast of characters; prediction of characters' likely action in the future; impact of setting on characters; and conflict within, between, and/or among characters. 	

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READING: LITERATURE

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze how particular lines of dialogue or incidents in a story or drama advance the action, reveal aspects of a character, or provoke a decision. (8.4.3.3)	<ul style="list-style-type: none"> • Items are not limited to analysis of dialogue or incidents. • Items may address characterization in a poem as well as a story or drama. • Items may address basic and/or complex characterization. • When assessing characterization, items may include evaluation of: <ul style="list-style-type: none"> - character traits (emotions, motivations, attitudes, intentions) - methods of characterization (behavior/actions, dialogue/speech, thoughts) - characters' influence or affect on story/plot development (sequence of events, setting—time and place—and /or theme) - comparison/contrast of characters - conflict within, between, and/or among characters (including recognition of specific types of conflict such as person vs. person, person vs. society, person vs. self, person vs. nature, etc.) - impact of setting on characters - prediction of characters' likely action in the future 	

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Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> • Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. • Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story). • Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, how the sequence of events shapes the resolution, or how setting and plot work together to create mood, etc.). • In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view. 	

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READING: LITERATURE

General Category: Craft and Structure <i>(the benchmarks below encompasses 30-55% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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. (8.4.4.4)	(None)	
8	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style. (8.4.5.5)	<ul style="list-style-type: none"> • Items may assess distinguishing features of fiction, drama, or poetry. 	
8	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	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. (8.4.6.6)	<ul style="list-style-type: none"> • Items may assess a character's point-of-view/perspective. • In addition to dramatic irony, items may include evaluation of how devices designed to affect the audience's point-of-view (e.g., ethos, pathos, and catharsis) help determine meaning and create mood. 	

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READING: LITERATURE

General Category: Integration of Knowledge and Ideas					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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. (8.4.7.7)	(Assessed at classroom level only.)	
8	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	(None)	
8	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new. (8.4.9.9)	(Assessed at classroom level only.)	

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READING: LITERATURE

General Category: Range of Reading and Level of Text Complexity					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (8.4.10.10)	(None)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
GRADE 8**

READING: INFORMATIONAL TEXT

General Category: Key Ideas and Details <i>(the benchmarks below encompasses 40-65% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite the strongest textual evidence to: (8.5.1.1) <ul style="list-style-type: none"> • support analysis of what the text says explicitly • draw inferences from the text 	<ul style="list-style-type: none"> • Items may require interpretation of symbolism. 	
8	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting details. Provide an objective summary of the text. (8.5.2.2)	<ul style="list-style-type: none"> • Literature and items may include/address topics representing the cultural experience of Minnesota American Indians; however, items are not limited to the cultural experience of Minnesota American Indians. • Items may address ideas that focus on the experience of diverse groups, communities, or cultures. • Items include, but are not limited to, character traits (emotions, motivations); methods of characterization (behavior, action, speech); characters' affect on plot (sequence of events), setting (time and place), and/or theme; comparison/contrast of characters; prediction of characters' likely action in the future; impact of setting on characters; and conflict within, between, and/or among characters. 	

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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze how a text makes connections among and/or distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8.5.3.3)	<ul style="list-style-type: none"> • Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; and prediction. • Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events. • Items may address the author’s method of organization for nonfiction text or an individual’s method of evaluating a problem or concept (e.g., problem/solution; cause/effect; compare/contrast; chronological order; description). • In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action), etc. 	

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READING: INFORMATIONAL TEXT

General Category: Craft and Structure <i>(the benchmarks below encompasses 30-55% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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. (8.5.4.4)	(None)	
8	5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. (8.5.5.5)	<ul style="list-style-type: none"> • Considerations of text structure may also include the function of lines of poetry (e.g., when an author uses poetry—either created by the author or quoted from another source—to convey an idea or further illustrate a point). • The author’s sequencing of events may be a consideration in the author’s development of ideas. • Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description. 	
8	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	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. (8.5.6.6)	<ul style="list-style-type: none"> • The terms author’s point-of-view and author’s perspective, solely as they relate to the author’s purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.) • Items may assess the appropriateness and/or credibility of author’s sources 	

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READING: INFORMATIONAL TEXT

General Category: Integration of Knowledge and Ideas <i>(the benchmarks below encompasses 5-20% of MCA test items)</i>					
Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8.5.7.7)	(Assessed at classroom level only.)	
8	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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. (8.5.8.8)	<ul style="list-style-type: none"> • Items may assess the author’s appropriate or inappropriate use of methods of argumentation (e.g., analogy, details and examples, use of authoritative sources, use of inductive and deductive reasoning, etc.). • Recognition of effective persuasive argumentation versus argumentation containing bias. • Items may assess basic fallacies of logic (e.g., stereotyping, hasty generalization, false analogy, emotional appeal, post hoc ergo propter hoc, false dilemma, etc.). • Items may assess adequacy, accuracy and appropriateness of author’s evidence and credibility of sources. • Items may assess the identification of author’s use of fact versus opinion or the appropriateness of author’s defense of facts or opinions. • Items may examine cause and effect relationships. 	

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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	MCA Test Specifications	Notes
8	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (8.5.9.9)	(Assessed at classroom level only.)	
General Category: Range of Reading and Level of Text Complexity					
8	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks. (8.5.10.10)	(None)	

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WRITING

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Write arguments (e.g., persuasion, problem/solution) to support a claim or stance. Give clear reasons and relevant evidence. (8.7.1.1)</p> <ul style="list-style-type: none"> • Introduce a claim/stance. Acknowledge and distinguish the claim/stance from alternate or opposing claims. Organize the reasons and evidence logically. • Support claim/stance with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use word, phrases, and clauses to create cohesion and clarify the relationships among claim/stance, counterclaims (alternate or opposing claims), reasons, and evidence. • Establish and maintain a formal style that uses appropriate voice and presentation. • Provide a concluding statement or section that follows from and supports the argument presented. 	

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WRITING

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	7. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8.7.2.2)</p> <ul style="list-style-type: none"> • Introduce topic clearly: <ul style="list-style-type: none"> - Create attention getter. - Provide link between attention getter and thesis. - Preview main ideas. - Write thesis statement. - Preview organizational plan to follow: <ul style="list-style-type: none"> • definition. • classification. • comparison/contrast. • cause/effect. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <ul style="list-style-type: none"> - Organize ideas, concepts, and information, using strategies such as: <ul style="list-style-type: none"> • definition. • classification. • comparison/contrast. • cause/effect. - Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and subject-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style that uses appropriate voice and presentation. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	

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WRITING

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	7. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (8.7.3.3)</p> <ul style="list-style-type: none"> • Engage 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. • Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters. • 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. • Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. • Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events. 	
8	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Follow the guidelines of the Six Traits of Writing Model as appropriate:</p> <ul style="list-style-type: none"> • Ideas • Organization • Word Choice • Fluency • Voice • Conventions <p>Use the Modern Language Association (MLA) format for formatting and textual citations when appropriate. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (8.7.4.4)</p>	

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WRITING

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	7. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) (8.7.5.5)	
8	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to: (8.7.6.6) <ul style="list-style-type: none"> • produce, revise and publish writing. • cite all sources. • respond to ongoing feedback, including new arguments or information. • interact and collaborate with others. • present relationships between information and ideas efficiently. 	
8	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question). Draw on several sources and generate additional related, focused questions. Allow for multiple avenues of exploration. (8.7.7.7)	
8	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources. • Use search terms effectively. • Assess the credibility and accuracy of each source. • Quote or paraphrase the data and conclusions of others. • Do not plagiarize. • Follow the Modern Language Association (MLA) format for citation. (8.7.8.8)	

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WRITING

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8	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (8.7.9.9) <ul style="list-style-type: none"> • Refer to and apply grade 8 Reading standards to literature sources (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.”). • Refer to and apply grade 8 Reading standards to literary nonfiction sources (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.”). 	
8	7. 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 tasks, purposes, and audiences.	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. (8.7.10.10) <ul style="list-style-type: none"> • Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. • Genre requirements to be determined by committee. 	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>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. (8.9.1.1)</p> <ul style="list-style-type: none"> • 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. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. • Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion. 	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Analyze the purpose of information presented in diverse media and formats. (e.g., visually, quantitatively, orally) • Evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>(8.9.2.2)</p>	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Delineate and respond to a speaker's argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (8.9.3.3)	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present claims and findings through: (8.9.4.4) <ul style="list-style-type: none"> • Effective communication of content <ul style="list-style-type: none"> - Sequencing ideas logically - Emphasizing salient points in a focused, coherent manner - Using relevant evidence, sound valid reasoning, and well-chosen details - Respecting intellectual properties (what does this look like? Should we explain?) • Effective Verbal Communication: <ul style="list-style-type: none"> - Volume - Speed/rate of speech - Clear pronunciation - Intonation (upper level grades) - Tone (upper level grades) • Effective Non-verbal Communication: <ul style="list-style-type: none"> - Eye contact - Gestures - Stance - Movement appropriate to circumstance - Facial expression 	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

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8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8.9.5.5)	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt content of formal and informal speech to a variety of contexts, audiences, tasks, and feedback from self and others. Demonstrate command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 73 for specific expectations.) (8.9.6.6)	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>Understand, analyze, and use different types of print, digital, and multimodal media. (8.9.7.7)</p> <ul style="list-style-type: none"> • Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements). • Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries). • Recognize and use ethical standards and safe practices in social and personal media communications • Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose. 	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

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8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose. (8.9.8.8)</p> <ul style="list-style-type: none"> • Demonstrate a developmentally appropriate understanding of <ul style="list-style-type: none"> - copyright - attribution - principles of Fair Use - Creative Commons licenses - the effect of genre on conventions of attribution and citation • Publish the work and share with an audience. 	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS
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LANGUAGE

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8.11.1.1) <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood. 	
8	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8.11.2.2) <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. 	
8	11. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.11.3.3) <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	

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LANGUAGE

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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. (8.11.4.4) <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). • 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. • 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). 	
8	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness. (8.11.5.5) <ul style="list-style-type: none"> • Interpret figures of speech (e.g., verbal irony, puns) in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	

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LANGUAGE

Level	Strand/Sub-strand	Anchor Standard	Grade 8 Benchmark	Notes
8	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<ul style="list-style-type: none"> • 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. (8.11.6.6)	