

Eighth Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details	
RL1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
dates ---->	
RL2	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.
dates ---->	
RL3	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.
dates ---->	
LITERATURE - Craft and Structure	
RL4	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.
dates ---->	
RL5	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.
dates ---->	
RL6	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.
dates ---->	
LITERATURE - Integration of Knowledge and Ideas	
RL7	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.
dates ---->	
RL9	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.
dates ---->	
LITERATURE - Range of Reading and Level of Text Complexity	
RL10	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.
dates ---->	
INFORMATIONAL TEXT - Key Ideas and Details	
RI1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
dates ---->	
RI2	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.
dates ---->	
RI3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events
dates ---->	
INFORMATIONAL TEXT - Craft and Structure	
RI4	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.
dates ---->	

RI5	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.
dates ---->	
RI6	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.
dates ---->	
INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
dates ---->	
RI8	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.
dates ---->	
RI9	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.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	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.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write arguments to support claims with clear reasons and relevant evidence.
dates ---->	
W1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
dates ---->	
W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
dates ---->	
W1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
dates ---->	
W1d	Establish and maintain a formal style.
dates ---->	
W1e	Provide a concluding statement or section that follows from and supports the argument presented.
dates ---->	
W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
dates ---->	
W2a	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 ---->	
W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
dates ---->	

W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
dates ---->	
W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
dates ---->	
W2e	Establish and maintain a formal style.
dates ---->	
W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
dates ---->	
W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
dates ---->	
W3a	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.
dates ---->	
W3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
dates ---->	
W3c	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.
dates ---->	
W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
dates ---->	
W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
dates ---->	
WRITING - Production and Distribution of Writing	
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
dates ---->	
W5	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.
dates ---->	
W6	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.
dates ---->	
WRITING - Research to Build and Present Knowledge	
W7	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.
dates ---->	
W8	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.
dates ---->	
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
dates ---->	
W9a	Apply grade 8 Reading standards to literature
dates ---->	

W9b Apply grade 8 Reading standards to literary nonfiction	
dates ---->	
WRITING - Range of Writing	
W10	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.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	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.
dates ---->	
SL1a	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.
dates ---->	
SL1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
dates ---->	
SL1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
dates ---->	
SL1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
dates ---->	
SL2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives
dates ---->	
SL3	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.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL4	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.
dates ---->	
SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
dates ---->	

SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
dates ---->	
LANGUAGE - Conventions of Standard English	
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
L1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
dates ---->	
L1b	Form and use verbs in the active and passive voice.
dates ---->	
L1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
dates ---->	
L1d	Recognize and correct inappropriate shifts in verb voice and mood.
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
L2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
dates ---->	
L2b	Use an ellipsis to indicate an omission.
dates ---->	
L2c	Spell correctly.
dates ---->	
LANGUAGE - Knowledge of Language	
L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->	
L3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects
dates ---->	
LANGUAGE - Vocabulary Acquisition and Use	
L4	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.
dates ---->	
L4a	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.
dates ---->	
L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
dates ---->	
L4c	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.
dates ---->	
L4d	Verify the preliminary determination of the meaning of a word or phrase
dates ---->	
L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
dates ---->	
L5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
dates ---->	

	L5b	Use the relationship between particular words to better understand each of the words.
dates ---->		
	L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions)
dates ---->		
	L6	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.
dates ---->		

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING

	LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->		
	LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->		
	LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->		
	LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->		
	LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->		

READING

	R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->		
	R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->		

WRITING

	W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in
dates ---->		
	W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->		