

# Essential Elements: Grade 8

## Reading

### Key Ideas & Details

- 1 Cite text to support inferences from text. (RI&RL) [EE.R.8.1](#)
  - 2 Summarize a familiar text and determine details related to the theme or main idea. (RI&RL) [EE.R.8.2](#)
  - 3 In literary texts, identify which incidents in a text lead to subsequent action. (RL) In informational texts, identify how two or more individuals, events, or ideas are related. (RI) [EE.R.8.3](#)
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### Craft & Structure

- 4 Determine the connotative meanings of words and phrases in a text. (RI&RL) [EE.R.8.4](#)
  - 5 Compare and contrast the structure of two or more texts (RL and RI) and use important details to identify the main idea in an informational text. [EE.R.8.5](#)
  - 6 Determine the narrator, speaker, or author's point of view and how it differs from the audience or reader. (RI&RL) [EE.R.8.6](#)
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### Integration of Knowledge & Ideas

- 7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text. (RI&RL) [EE.R.8.7](#)
  - 8 Determine the argument made by an author in a text. (RI) [EE.R.8.8](#)
  - 9 Compare and contrast themes, patterns of events, or characters across two or more texts and make connections to other texts, ideas, cultural perspectives, identities, eras, or personal experiences. (RI&RL) [EE.R.8.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low stakes purposes. [EE.W.8.1](#)
  - 2 With guidance and support, use writing and/or dictation to write in a variety of modes: [EE.W.8.2](#)
    - a Write an argument with a clearly stated claim about a topic and include clear reasons to support that claim. Organize reasons logically. [EE.W.8.2.A](#)
    - b Write informative texts which introduce a topic and provide well chosen facts, details, and/or multimedia content to develop the topic. Provide a concluding statement. [EE.W.8.2.B](#)
    - c Write narratives to convey events and experiences, real or imagined. Include dialogue, details, character descriptions, and tell about the events in the order in which they occurred. [EE.W.8.2.C](#)
  - 3 Use a combination of drawing, dictating and writing to create a text that includes an introduction, body, and conclusion, uses words that convey specific details, transitions to link and build connections, and temporal words to signal event order. [EE.W.8.3](#)
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### Production & Distribution of Writing

- 4 Independently and collaboratively produce writing that is appropriate for the task, purpose, or audience. [EE.W.8.4](#)
  - 5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise and edit their own writing, dictation, or pictures. [EE.W.8.5](#)
  - 6 Use technology,(including paper and pencil, internet, audio, visual, and/or other interactive formats) to produce writing to interact and collaborate with others. Produce writing through printing, cursive, and/or typing. [EE.W.8.6](#)
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### Inquiry to Build & Present Knowledge

- 7 With guidance and support, conduct short inquiry projects to answer a question and generate additional questions for further research. [EE.W.8.7](#)
  - 8 Select quotes providing relevant information about a topic from multiple print or digital sources. [EE.W.8.8](#)
  - 9 With guidance and support from adults, draw evidence from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. [EE.W.8.9](#)
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## Speaking and Listening

### Comprehension & Collaboration

- 1 Engage in collaborative discussions. [EE.SL.8.1](#)
    - a Come to discussions prepared to share information previously studied, with evidence. [EE.SL.8.1.A](#)
    - b Follow simple norms during discussions. [EE.SL.8.1.B](#)
    - c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. [EE.SL.8.1.C](#)
    - d Acknowledge new information and multiple perspectives expressed by others in a discussion and relate it to personal ideas. [EE.SL.8.1.D](#)
  - 2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats. [EE.SL.8.2](#)
  - 3 Determine the argument made by a speaker on a topic. [EE.SL.8.3](#)
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### Presentation of Knowledge & Ideas

- 4 Clearly present descriptions, facts, or details supporting specific points made on a topic, considering the audience. [EE.SL.8.4](#)
  - 5 Include multimedia and visual information into presentations. [EE.SL.8.5](#)
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## Language

### Knowledge of Language

- 1 Use language to achieve desired outcomes when communicating. [EE.L.8.1](#)
  - a Notice that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. [EE.L.8.1.A](#)
  - b Notice the language demands of a writing/speaking situation (i.e. formal, informal) and respond in an appropriate way. [EE.L.8.1.B](#)
  - c Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating. [EE.L.8.1.C](#)
  - d Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. [EE.L.8.1.D](#)

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## Vocabulary Acquisition & Use

- 2 Demonstrate knowledge of word meanings. **EE.L.8.2**
  - a Use context to determine which word is missing from a content area text. **EE.L.8.2.A**
  - b Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). **EE.L.8.2.B**
  - c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. **EE.L.8.2.C**
- 3 Demonstrate understanding of word relationships and use. **EE.L.8.3**
  - a Identify the literal and nonliteral meanings of words in context. **EE.L.8.3.A**
  - b Use descriptive words to add meaning when writing and communicating. **EE.L.8.3.B**
- 4 Use general academic and domain specific words and phrases across contexts. **EE.L.8.4**

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## Conventions of Standardized English

- 5 Demonstrate standardized English grammar and usage when communicating. **EE.L.8.5**
  - a Use appropriate verbs to match nouns. **EE.L.8.5.A**
  - b Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). **EE.L.8.5.B**
  - c Not applicable **EE.L.8.5.C**
- 6 Demonstrate understanding of conventions of standardized English. **EE.L.8.6**
  - a Use end punctuation and capitalization when writing a sentence or question. **EE.L.8.6.A**
  - b Not applicable **EE.L.8.6.B**
  - c Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns. **EE.L.8.6.C**