

**COMMON CORE ESSENTIAL ELEMENTS  
FOR  
EIGHTH GRADE**



## COMMON CORE ESSENTIAL ELEMENTS FOR EIGHTH GRADE

<b>Eighth Grade English Language Arts Standards: Reading (Literature)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.8.1.</b> Cite text to support inferences from stories and poems.
<b>RL.8.2.</b> 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.	<b>EERL.8.2.</b> Provide a summary of a familiar text.
<b>RL.8.3.</b> 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.	<b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.
<b>Craft and Structure.</b>	
<b>RL.8.4.</b> 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.	<b>EERL.8.4.</b> Determine meanings of words and phrases in literature including figurative language.
<b>RL.8.5.</b> 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.	<b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.
<b>RL.8.6.</b> 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.	<b>EERL.8.6.</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
<b>Integration of Knowledge and Ideas.</b>	
<b>RL.8.7.</b> 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.	<b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.
<b>RL.8.8.</b> (Not applicable to literature)	<b>EERL.8.8.</b> N/A
<b>RL.8.9.</b> 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.	<b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
<b>Range of Reading and Level of Text Complexity.</b>	
<b>RL.8.10.</b> 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.	<b>EERL.8.10.</b> **This Essential Element references all elements above.

<b>Eighth Grade English Language Arts Standards: Reading (Informational Text)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RI.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.8.1.</b> Cite text to support inferences from informational text.
<b>RI.8.2.</b> 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.	<b>EERI.8.2.</b> Provide a summary of a familiar informational text.
<b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>EERI.8.3.</b> Make connections between key individuals or events in a text.
<b>Craft and Structure.</b>	
<b>RI.8.4.</b> 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.	<b>EERI.8.4.</b> Determine meanings of words and phrases in informational text including figurative language.
<b>RI.8.5.</b> 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.	<b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).
<b>RI.8.6.</b> 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.	<b>EERI.8.6.</b> Determine an author's purpose or point of view.
<b>Integration of Knowledge and Ideas.</b>	
<b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>EERI.8.7.</b> Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.
<b>RI.8.8.</b> 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.	<b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion.
<b>RI.8.9.</b> 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.	<b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same topic.

<b>Eighth Grade English Language Arts Standards: Reading (Literature)</b>	
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<b>Range of Reading and Level of Text Complexity.</b>	
<b>RI.8.10.</b> 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.	<b>EERI.8.10.</b> **This Essential Element references all elements above.

<b>Eighth Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Text Types and Purposes.</b>	
<b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>EEW.8.1.a-b.</b> Write an argument to support claims with one clear reason or piece of evidence.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>EEW.8.1.c.</b> N/A
d. Establish and maintain a formal style.	<b>EEW.8.1.d.</b> N/A
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>EEW.8.1.e.</b> N/A
<b>W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>EEW.8.2.c.</b> N/A

<b>Eighth Grade English Language Arts Standards: Writing</b>	
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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.8.2.d.</b> N/A
e. Establish and maintain a formal style.	<b>EEW.8.2.e.</b> N/A
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>EEW.8.2.f.</b> N/A
<b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>EEW.8.3.</b> Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.
c. 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.	<b>EEW.8.3.c.</b> N/A
d. Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.	<b>EEW.8.3.d.</b> N/A
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>EEW.8.3.e.</b> N/A
<b>Production and Distribution of Writing.</b>	
<b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.
<b>W.8.5.</b> 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.	<b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
<b>W.8.6.</b> 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.	<b>EEW.8.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.

<b>Eighth Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Research to Build and Present Knowledge.</b>	
<b>W.8.7.</b> 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.	<b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on one source of information.
<b>W.8.8.</b> 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.	<b>EEW.8.8.</b> Select quotes from multiple print or digital sources that provide important information about a topic.
<b>W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "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").	<b>EEW.8.9.</b> Use information from literary and informational text to support writing. a. Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (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").	<b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., "Determine whether claims in a text are fact or opinion.").
<b>Range of Writing.</b>	
<b>W.8.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	<b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.

<b>Eighth Grade English Language Arts Standards: Speaking and Listening</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Comprehension and Collaboration.</b>	
<b>SL.8.1.</b> 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. a. 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.	<b>EESL.8.1.</b> Listen and communicate with a variety of partners in order to discuss issues regarding the content. a. Come to discussions prepared to share information previously studied.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>EESL.8.1.c-d.</b> Respond to others' questions and comments by answering questions regarding content.
<b>SL.8.2.</b> 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.	<b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.
<b>SL.8.3.</b> 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.	<b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.
<b>Presentation of Knowledge and Ideas.</b>	
<b>SL.8.4.</b> 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.	<b>EESL.8.4.</b> Present findings including relevant details.
<b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>EESL.8.5.</b> Integrate multimedia and visual information into presentations.
<b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.



<b>Eighth Grade English Language Arts Standards: Language</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Conventions of Standard English.</b>	
<b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their functions in particular sentences.	<b>EEL.8.1.</b> Demonstrate conventions of standard English grammar when writing or communicating. a. N/A
b. Form and use verbs in the active and passive voice.	<b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i> ).
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>EEL.8.1.c.</b> N/A
d. Recognize and correct inappropriate shifts in verb voice and mood.*[sic]	<b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.
<b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>EEL.8.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation and capitalization when writing a sentence or question.
b. Use an ellipsis to indicate an omission.	<b>EEL.8.2.b.</b> N/A
c. Spell correctly.	<b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
<b>Knowledge of Language.</b>	
<b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>EEL.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use to-be verbs ( <i>am, are, is, was, were, be, become, became</i> ) accurately when writing and communicating.
<b>Vocabulary Acquisition and Use.</b>	
<b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. 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.	<b>EEL.8.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence.

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b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	<b>EEL.8.4.b.</b> N/A
c. 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.	<b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
d. 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).	<b>EEL.8.4.d.</b> N/A
<b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.	<b>EEL.8.5.</b> Demonstrate an understanding of word relationships. a. Demonstrate understanding of the use of multiple meaning words.
b. Use the relationship between particular words to better understand each of the words.	<b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., <i>birdhouse</i> , <i>household</i> ).
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).	<b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.
<b>L.8.6.</b> 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.	<b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.