

# ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.8.L.1.1.a	8.L.1a	Explain the function of verbals in general and their function in particular sentences.	Identify correct gerund, participle, infinitive, or verb in a sentence.	<b>L:</b> Sentence of 6 words or less read to student. <b>M:</b> Sentence of 7 words read to student. <b>H:</b> Sentence of 8 words or more read to student.
L.8.L.1.2.c	8.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: c. Spell correctly.	Identify correctly spelled words.	<b>L:</b> Word of 6 letters. <b>M:</b> Word of 7 letters. <b>H:</b> Word of 8 letters.
L.8.L.2.3.a	8.L.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Identify correct verb.	<b>L:</b> Sentence of 6 words or less read to student. <b>M:</b> Sentence of 7 words read to student. <b>H:</b> Sentence of 8 words or more read to student.
L.8.L.3.4.a	8.L.4a, 8.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	<b>L:</b> 6 letter word; sentence of 7 words or less read to student. <b>M:</b> 7 letter word; sentence of 8 words read to student. <b>H:</b> 7 letter word; sentence of 9 words or more read to student.

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L.8.L.3.5.a	8.L.5a, 8.L.5b, 8.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RI.1.1	8.RI.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences that student reads.
R.8.RI.1.3	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Identify an individual, event, or idea in text read to student.	<b>L:</b> 3 sentences that contain an individual, event, or idea read to student. <b>M:</b> Paragraph of 4 sentences that contains an individual, event, or idea read to student. <b>H:</b> Paragraph of 5 sentences that contains an individual, event, or idea read to student.

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R.8.RI.2.4	8.RI.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.	Identify the one word meaning of figurative, connotative, or technical words.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RI.2.5	8.RI.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.	Identify a sentence, information, or idea in a text.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RI.2.6	8.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	Identify the author or the point of view of the author or another individual's point of view in a text read to the student.	<b>L:</b> In 3 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual. <b>M:</b> In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view. <b>H:</b> In a 5-sentence paragraph read aloud, student identifies the author, or author's view and distinguishes it from another individual's view.

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R.8.RI.3.8	8.RI.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.	Answer questions about a text that is read to student.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RI.3.9	8.RI.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.	Answer questions about a text that is read to student.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RL.1.1	8.RL.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences that student reads.
R.8.RL.1.2	8.RL.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 evidence-based summary of the text.	Answer questions about the main idea of a text that is read to student.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.

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R.8.RL.1.3	8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Identify how a character's words or actions affect another character in a story read to the student.	<b>L:</b> 3 sentences that contain 2 characters read to student. <b>M:</b> Paragraph of 4 sentences that contains 2 or more characters read to student. <b>H:</b> Paragraph of 5 sentences that contains 2 or more characters read to student.
R.8.RL.2.4	8.RL.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.	Identify the meaning of figurative or connotative words	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
R.8.RL.2.6	8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	Identify the narrator or a character in a story read to student.	<b>L:</b> 3 sentences that contain 2 characters or narrators read to student. <b>M:</b> Paragraph of 4 sentences that contains 2 characters or narrators read to student. <b>H:</b> Paragraph of 5 sentences that contains 2 characters or narrators read to student.

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R.8.RL.3.9	8.RL.9	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.	Identify a character, main idea, or event in a story read to student.	<b>L:</b> 3 sentences that contain 2 characters, a main idea, or event read to student. <b>M:</b> 4 sentences that contain 2 characters, a main idea, or event read to student. <b>H:</b> Paragraph of 5 sentences that contains 2 characters, a main idea, or event read to student.
W.8.W.1.1.a	8.W.1a, 8.W.1b, 8.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Identify a claim made in writing, or what a text is about.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
W.8.W.1.2.a	8.W.2a, 8.W.2b, 8.W.2d	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful <u>in</u> aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.

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W.8.W.1.3.a	8.W.3a	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Identify an event, detail, sequence, or ending in writing.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.
W.8.W.2.4	8.W.4	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.)	Trace, copy, or write 6 - 7 words.	<b>L:</b> Trace 6 words. <b>M:</b> Copy 7 words. <b>H:</b> Write 7 words from dictation.
W.8.W.2.5	8.W.5	With some guidance and support, 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Identify the correct word to use in editing.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.

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W.8.W.3.9.a	8.W.9a, 8.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	<b>L:</b> 3 sentences read to student. <b>M:</b> Paragraph of 4 sentences read to student. <b>H:</b> Paragraph of 5 sentences read to student.

Standards not Essentialized: Please refer to Oregon's published content standards for the full description and context of these codes.

8.L.1b	8.RI.7	8.RL.5	8.W.1d	8.W.6
8.L.1c	8.RI.10	8.RL.7	8.W.1e	8.W.7
8.L.1d		8.RL.8	8.W.2c	8.W.8
8.L.2a		8.RL.10	8.W.2e	8.W.10
8.L.2b			8.W.2f	
8.L.4c			8.W.3b	
8.L.4d			8.W.3c	
8.L.6			8.W.3d	
			8.W.3e	