State: **IL**

Subject: **Reading**

Grade Level: **8**

Standard	Study Island Topic	US Common Core Standards
Illinois Assessment Frameworks		
STANDARD 1A - VOCABULARY DEVELOPMENT **Words in Isolation** 1A - Apply word analysis and vocabulary skills to comprehend selections.		
1A (1.8.01) - Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).	• **Prefixes, Suffixes, and Root Words**	**8.L.4** - 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. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). 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. 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).
1A (1.8.02) - Use etymologies to determine the meanings of words.	• **Prefixes, Suffixes, and Root Words**	**8.L.4** - 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. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). 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. 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).
Words in Context		
1A (1.8.03) - Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	• **Context Clues and Connotation**	**8.IT.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.
		
		8.L.4 - 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.
		
		   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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
		   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.
		   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).

1A (1.8.04) - Determine the connotation of a word using word, sentence, and cross-sentence clues.	• **Context Clues and Connotation**	**8.RL.4** - 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.IT.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.
		
		 8.L.5 - 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. Use the relationship between particular words to better understand each of the words.
		   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

1A (1.8.05) - Determine the meaning of a word in context when the word has multiple meanings.	• **Multiple-Meaning Words**	**8.L.4** - 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.
		
		   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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
		   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. 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).

STANDARDS 1B, 1C - READING STRATEGIES

1B - Apply reading strategies to improve understanding and fluency.

1C - Comprehend a broad range of reading materials.

1B, 1C (1.8.06) - Make and verify predictions based on prior knowledge and understanding of genres.	• **Making Connections** • **Making Predictions**	**Not Tested in Common Core**
1B, 1C (1.8.07) - Clarify an understanding of text by creating outlines, notes, or other visual representations.	• **Visual Representations**	**Tested in 5th Grade Common Core**
1B, 1C (1.8.08) - Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.	• **Charts, Graphs, Maps, & Tables**	**Tested in 4th Grade Common Core**
1B, 1C (1.8.09) - Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.	• **Comparing Selections**	**8.RL.5** - 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. **8.IT.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.
1B, 1C (1.8.10) - Relate information in the passage to other readings.	• **Relating Information**	**8.IT.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.
1B, 1C (1.8.11) - Identify cause and effect organizational patterns in fiction and nonfiction.	• **Organizational Patterns**	**8.IT.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.
1B, 1C (1.8.12) - Identify compare and contrast organizational patterns in fiction and nonfiction.	• **Organizational Patterns**	**8.IT.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.
1B, 1C (1.8.13) - Identify proposition and support organizational patterns in fiction and nonfiction.	• **Organizational Patterns**	**Not Tested in Common Core**
STANDARD 1C - READING COMPREHENSION **Literal or Simple Inference** 1C - Comprehend a broad range of reading materials.		
1C (1.8.14) - Determine the answer to a literal or simple inference question regarding the meaning of a passage.	• **Conclusions and Inferences**	**8.RL.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **8.IT.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Summarizing and Main Idea		
1C (1.8.15) - Compare an original text to a summary to determine whether the summary accurately captures the key ideas.	• **Main Idea** • **Summarization**	**8.IT.2** - 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.
1C (1.8.16) - Summarize a story or nonfiction passage, or identify the best summary.	• **Summarization**	**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 objective summary of the text.

		8.IT.2 - 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.
Sequencing and Ordering		
1C (1.8.17) - Identify the outcome or conclusion of a story or nonfiction account, based on previous occurrences or events.	• **Conclusions and Inferences** • **Sequencing and Ordering**	**8.RL.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **8.IT.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
1C (1.8.18) - Identify the causes of events in a story or nonfiction account.	• **Organizational Patterns** • **Sequencing and Ordering**	**Tested in 4th Grade Common Core**
Drawing Conclusions Based on Evidence		
1C (1.8.19) - Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	• **Conclusions and Inferences** • **Making Connections**	**8.RL.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **8.IT.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
1C (1.8.20) - Differentiate between conclusions that are based on fact and those that are based on opinion.	• **Fact and Opinion**	**Not Tested in Common Core**
1C (1.8.21) - Explain information presented in a nonfiction passage using evidence from the passage.	• **Explaining Information Sources**	**8.IT.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **8.IT.3** - Analyze how a text makes

| | | connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.IT.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. |
|---|---|---|
| **1C (1.8.22)** - Use information from a variety of sources to explain a situation or decision or to solve a problem. | • **Explaining Information Sources** | **8.W.7** - 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. |

Interpreting Instructions

1C (1.8.23) - Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	• **Interpreting Instructions**	**Not Tested in Common Core**

Author's Purpose and Design

1C (1.8.24) - Determine the author's purpose as represented by the choice of genre, and literary devices employed.	• **Author's Purpose and Design** • **Distinguishing Genres** • **Literary Devices**	**8.IT.6** - 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.
1C (1.8.25) - Determine why some points are illustrated.	• **Author's Purpose and Design**	**Tested in 5th Grade Common Core**

STANDARD 2A - LITERARY ELEMENTS AND TECHNIQUES

Story and Literary Structure

2A - Understand how literary elements and techniques are used to convey meaning.

2A (2.8.01) - Identify elements of fiction: theme, rising action, falling action,	• **Plot** • **Point of View** • **Theme**	**8.RL.2** - Determine a theme or central idea of a text and analyze its development over the course of

conflict, point of view, resolution, and flashback.		the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **8.RL.3** - 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.
2A (2.8.02) - Explain how theme, rising action, falling action, conflict, point of view, and resolution contribute to the meaning and a reader's interpretation of a literary selection.	• **Plot** • **Point of View** • **Theme**	**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 objective summary of the text. **8.RL.3** - 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.
2A (2.8.03) - Identify the author's message or theme.	• **Theme**	**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 objective summary of the text.
2A (2.8.04) - Compare stories to personal experience, prior knowledge, or other stories	• **Comparing Selections**	**8.RL.5** - 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. **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.
2A (2.8.05) - Recognize points of view in narratives. (e.g., first person).	• **Point of View**	**8.RL.6** - 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.

Characterization		
2A (2.8.06) - Determine what characters are like by their words, thoughts, and actions, as well as how other characters react to them.	• **Characterization**	**8.RL.3** - 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.
2A (2.8.07) - Determine character motivation.	• **Characterization**	**8.RL.3** - 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.
2A (2.8.08) - Identify conflict or contradiction within a character or a character's behavior.	• **Characterization**	**8.RL.3** - 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.
2A (2.8.09) - Explain the relationship between main and supporting characters.	• **Characterization**	**8.RL.3** - 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.
Literary Terms and Devices		
2A (2.8.10) - Identify literary devices: (e.g., figurative language, hyperbole, understatement, symbols, dialogue).	• **Literary Devices**	**8.RL.4** - 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.IT.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. **8.L.5** - 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. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
2A (2.8.11) - Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.	• **Literary Devices**	**8.RL.4** - 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.IT.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. **8.L.5** - 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. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful,*

		firm, persistent, resolute).
2A (2.8.12) - Identify varieties of irony, including dramatic irony.	• **Literary Devices**	**8.L.5** - 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. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

STANDARD 2B - VARIETY OF LITERARY WORKS 2B - Read and interpret a variety of literary works.	

2B (2.8.13) - Identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	• **Distinguishing Genres**	**Tested in 6th Grade Common Core**

State: **IL**

Subject: **Writing**

Grade Level: **8**

Standard	Study Island Topic	US Common Core Standards
STANDARD 3A – GRAMMAR, SENTENCE STRUCTURE, SPELLING, PUNCTUATION, AND CAPITALIZATION		

Grammar and Sentence Structure		
3.8.01 - Write complete sentences (e.g., avoid fragments and run-on sentences).	• **Complete Sentences**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
3.8.02 - Use the correct form of regular and irregular verbs.	• **Regular/Irregular Verbs**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
3.8.03 - Write a variety of sentences (e.g., simple, compound and complex).	• **Sentence Variety**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
3.8.04 - Use correct subject-verb agreement.	• **Subject-Verb Agreement**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
3.8.05 - Write sentences with correct pronoun-antecedent agreement.	• **Pronoun-Antecedent Agreement**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb

		voice and mood.*
3.8.06 - Demonstrate grade-appropriate use of the various parts of speech.	• **Parts of Speech**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* **8.L.3** - 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).
3.8.07 - Use consistent verb tense.	• **Verbs**	**8.L.1** - 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 function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative,

		interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* **8.L.3** - 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).
Spelling		
3.8.08 - Spell grade-appropriate words correctly.	• **Spelling**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.
Punctuation and Capitalization		
3.8.09 - Capitalize words correctly (based on grade-appropriate rules).	• **Capitalization**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.

3.8.10 - Use correct end punctuation.	• **End Punctuation**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.
3.8.11 - Use commas joining two independent clauses.	• **Punctuation**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.
3.8.12 - Use grade-appropriate apostrophes correctly.	• **Apostrophes**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.
3.8.13 - Use quotation marks in direct quotations.	• **Punctuation**	**8.L.2** - 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. Use an ellipsis to indicate an omission. c. Spell correctly.

STANDARDS 3B, 3C – COMPOSITION		
PERSUASIVE COMPOSITION Write a persuasive composition by taking a position on a topic and developing one side of the argument.		
Persuasive (Focus) The clarity with which a composition presents and maintains a clear main idea or point view		
3.8.14 - Write a sophisticated opening through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies.	• **Introduction and Closing**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.15 - Clearly maintain logic and position throughout.	• **Structure**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.16 - Write an effective closing which unifies the essay.	• **Introduction and Closing**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding

		statement or section that follows from and supports the argument presented.
Persuasive (Support) The degree to which the main point or position is supported and explained by specific details and reasons		
3.8.17 - Use well chosen words that suit the message and occasion.	• **Word Choice**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.18 - Use multiple strategies to develop support. (e.g., explanation, evidence, examples)	• **Supporting Details**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.19 - Build and connect ideas to create depth.	**Embedded**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports

		the argument presented.
3.8.20 - Develop key points evenly (to the same degree of specificity).	• **Developing Key Points**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.21 - Maintain consistent voice throughout.	**Writing Prompts**	**Tested in 7th Grade Common Core**
PERSUASIVE COMPOSITION Write a persuasive composition by taking a position on a topic and developing one side of the argument.		
Persuasive (Organization) The clarity of the logical flow of ideas and the explicitness of the text structure or plan (coherence and cohesion)		
3.8.22 - Include a	• **Structure**	**8.W.4** - Produce clear and

clear structure (appropriate to purpose).		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.)
3.8.23 - Use appropriate, purposeful paragraphing for major points.	• **Structure**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.24 - Connect sentences and paragraphs through effective and varied transitions and other devices (e.g., repetition, pronouns, synonyms, parallel structure).	• **Parallel Structure** • **Pronoun-Antecedent Agreement** • **Transitions**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.25 - Vary sentence structure and word choice.	• **Sentence Variety**	**Tested in 7th Grade Common Core**
Persuasive (Integration) Evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment		
3.8.26 - Fully develop the composition for grade level.	**Embedded**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and

		evidence.
		d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.27 - Include clear, purposeful focus and voice.	**Writing Prompts**	**Tested in 7th Grade Common Core**
3.8.28 - Write in-depth, balanced support.	• **Supporting Details**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
3.8.29 - Develop lines of reasoning coherently and cohesively throughout the composition.	**Embedded**	**8.W.1** - 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
NARRATIVE COMPOSITION Write a personal narrative composition recounting and reflecting upon a significant experience, describing the action that occurs and the reactions of the participants involved.		
Narrative (Focus) The clarity with which a narrative composition presents and maintains a unifying event or theme		
3.8.30 - Clearly set the purpose of the composition through a successful introduction strategy.	• **Introduction and Closing**	**8.W.3** - 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.
		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.
		d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.31 - Include reactions that are effectively connected to the unifying event.	**Writing Prompts** • **Supporting Details**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.32 - Write an effective closing which unifies the writing.	• **Introduction and Closing**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that

		follows from and reflects on the narrated experiences or events.
Narrative (Elaboration) The degree to which the event is elaborated by specific details, descriptions, and reactions		
3.8.33 - Develop all major episodes/reactions with specific details and examples (developed to the same degree of specificity).	**Writing Prompts** • **Supporting Details**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.34 - Describe	**Writing Prompts**	**8.W.3** - Write narratives to

events/reactions through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.).		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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.35 - Write an effective closing which unifies the writing.	• **Introduction and Closing**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.36 - Use specific words to describe the event/reactions.	• **Word Choice**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.37 - Maintain consistent voice throughout.	**Writing Prompts**	**Tested in 7th Grade Common Core**
NARRATIVE COMPOSITION Write a personal narrative composition recounting and reflecting upon a significant experience, describing the action that occurs and the reactions of the participants involved.		
Narrative (Organization) The clarity of the logical flow of an experience and/or movement of an event through time (coherence and cohesion)		
3.8.38 - Write a sequence of episodes that move through time with a beginning, a middle, and an end without gaps.	• **Structure**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.39 - Use appropriate, purposeful paragraphing (follow narrative structure).	• **Structure**	**8.W.3** - 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. 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.

		d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.40 - Use effective and varied devices to demonstrate coherence and cohesion (e.g., transitions, parallel structure, pronouns, etc.).	**Embedded**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or

		events.
3.8.41 - Present and interrelate episodes and reactions logically.	• **Structure**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.42 - Vary sentence structure to produce cohesion.	• **Sentence Variety**	**Tested in 7th Grade Common Core**
Narrative (Integration) The evaluation of the composition based on a		

focused, global judgment of how effectively the composition as a whole fulfills the assignment		
3.8.43 - Fully develop the composition for grade level.	**Embedded**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.44 - Maintain a clear and purposeful focus, an in-depth, balanced elaboration, and a consistent voice.	**Writing Prompts**	**8.W.3** - 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. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.8.45 - Develop a sequence of episodes coherently and cohesively throughout.	**Embedded**	**8.W.3** - 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.

		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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

US Common Core Standards Currently Not Tested in IL 8th Grade

Reading Standards:
8.RL.7 - 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.RL.10 - 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.

8.IT.7 - 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.IT.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.

8.IT.10 - 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.

Writing Standards:
8.W.2 - 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.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.5 - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

8.W.6 - 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.

8.W.8 - 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.

8.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards 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. Apply grade 8 Reading standards 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").

8.W.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 discipline-specific tasks, purposes, and audiences.

Language Standards:
8.L.6 - 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.