

English Language Arts  
Grade 8

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
<b>Reading: Literary Text</b>					
Detailed	8.RL.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RL.2	identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a list of events from the text.	identifies a theme or central idea of a text and determines details or events that develop it; explains characters, setting, and plot; provides a simple, objective summary of the text.	determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; provides an objective summary of the text.	determines two or more themes or central ideas and analyzes their development over the course of a text; evaluates the theme(s) or central idea(s) and the relationship to narrative elements; provides a concise and comprehensive objective summary of the text.
Detailed	8.RL.3	identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.	describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.	analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.	analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.

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Detailed	8.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies words that impact meaning and tone.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; determines the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning and evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Detailed	8.RL.5	compares and contrasts the structure of two texts.	compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts, then evaluates for effectiveness, the structure of two or more texts, analyzing how the differing structure of each text contributes to meaning and style.
Detailed	8.RL.6	identifies that differences in the points of view of the characters or the reader affect the meaning of the text.	describes how differences in the points of view of the characters or the reader contribute to an understanding of the text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.	evaluates the impact of differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) and the effectiveness of creating suspense or humor in the text.
Detailed	8.RL.7	identifies the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	describes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes 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.	evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script; critiques the choices made by the director or actors and proposes alternate treatments.

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Detailed	8.RL.9	identifies a relationship between a modern work of fiction and patterns of events or character types from myths, traditional stories, or religious works.	determines how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	evaluates how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works; evaluates the impact of the newly rendered material.
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Reading: Informational Text					
Detailed	8.RI.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RI.2	identifies a central idea of a text; provides a list of events or details from the text.	identifies a central idea of a text and describes its development over the course of a text; provides a simple, objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text.	determines and analyzes the central ideas of a text and analyzes their development over the course of a text; evaluates the strength of the supporting ideas; provides a comprehensive objective summary of the text.
Detailed	8.RI.3	identifies that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	evaluates how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Detailed	8.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	determines the meaning of basic words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Detailed	8.RI.5	identifies the structure of a specific paragraph in a text; describes the role of particular sentences in creating that structure.	describes the structure of a specific paragraph in a text and describes its effect on a text; describes the role of particular sentences in developing and refining a key concept.	analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	evaluates the effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.
Detailed	8.RI.6	identifies an author's point of view, perspective, and purpose in a text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints.	identifies an author's point of view, perspective, and purpose in a text and describes how the author acknowledges and responds to conflicting evidence or viewpoints.	determines an author's point of view, perspective, and purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	analyzes an author's point of view, perspective, and purpose in a text and evaluates the effect of how the author acknowledges and responds to conflicting evidence or viewpoints.
Detailed	8.RI.7	identifies differences or similarities in the presentation of a particular topic or idea as presented in different media (e.g., print or digital text, video, multimedia).	compares and contrasts the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea.	evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	evaluates and critiques the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence as support.
Detailed	8.RI.8	identifies the argument or specific claims in a text, describing the reasoning and evidence used to support the argument or claims.	describes the argument and specific claims in a text, discussing whether the reasoning is sound and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.	synthesizes the argument and specific claims in a text, citing specific language to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.
Detailed	8.RI.9	identifies a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree.	describes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact.	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation.	analyzes and evaluates a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each.

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Writing					
Detailed	8.W.1	<p>writes arguments to support claims with reasons and evidence:</p> <p>a. introduces claim(s), states opposing claims, and organizes reasons and evidence.</p> <p>b. supports claims with extratextual evidence, demonstrating a basic understanding of the topic or text.</p> <p>c. uses transition words to link claim(s), counterclaims, reasons, and evidence.</p> <p>d. attempts to establish a formal style.</p> <p>e. provides a concluding statement or section.</p>	<p>writes arguments to support claims with reasons and relevant evidence:</p> <p>a. introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>b. supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes a formal style.</p> <p>e. provides a concluding statement or section that supports the argument presented.</p>	<p>writes arguments to support claims with clear reasons and relevant evidence:</p> <p>a. introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes and maintains a formal style.</p> <p>e. provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>writes arguments to support claims with clear reasons and analysis of relevant evidence:</p> <p>a. introduces claims; acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity; and organizes the reasons and evidence logically.</p> <p>b. supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text.</p> <p>c. uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes and maintains a formal style and objective tone that enhances the argument.</p> <p>e. provides a compelling concluding statement or section that follows from and supports the argument presented.</p>

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Detailed	8.W.2	<p>writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <p>a. introduces a topic; attempts an organization of ideas, concepts, and information.</p> <p>b. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion.</p> <p>d. uses topic-appropriate language and vocabulary to inform.</p> <p>e. attempts a formal style.</p> <p>f. provides a concluding statement or section.</p>	<p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <p>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes a formal style.</p> <p>f. provides a concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables), when useful to aid comprehension.</p> <p>b. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes and maintains a formal style.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content:</p> <p>a. introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to enhance comprehension.</p> <p>b. develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts.</p>
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				<p>f. provides a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing.</p> <p>f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.</p>
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Detailed	8.W.4-6	produces writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas efficiently.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas in a dynamic way.
Detailed	8.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers relevant information from sources and redirects inquiry as appropriate; assesses the credibility of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts 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; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts 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 and evaluation; gathers and synthesizes relevant information from multiple sources; assesses the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Listening					
Detailed	8.SL.2	identifies the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	determines the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes the motives (e.g., social, commercial, political) behind its presentation.	analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation.	analyzes and evaluates the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to critique the motives and evaluate the impact of the presentation.
Detailed	8.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying whether the reasoning is sound.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	traces and analyzes the argument and specific claims of a speaker, citing specific examples to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.

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Language					
Detailed	8.L.1	<p>demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. recognizes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. inconsistently forms and uses verbs in the active and passive voice.</p> <p>c. inconsistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. describes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. forms and uses verbs in the active and passive voice.</p> <p>c. generally forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes and occasionally corrects inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. forms and uses verbs in the active and passive voice.</p> <p>c. forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes and corrects inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of verbals (gerunds, participles, infinitives) in general and evaluates their function in particular sentences.</p> <p>b. intentionally forms and uses verbs in the active and passive voice to achieve a desired style.</p> <p>c. strategically forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. analyzes and corrects inappropriate shifts in verbals, voice, and mood.</p>

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Detailed	8.L.2	<p>demonstrates awareness of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. inconsistently uses an ellipsis to indicate an omission.</p> <p>c. spells below-grade-level words correctly.</p>	<p>demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells most grade-level words correctly.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells grade-level words correctly.</p>	<p>demonstrates strong and purposeful command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells unfamiliar and above-grade level words correctly.</p>
Detailed	8.L.3	<p>attempts to apply the conventions of language when writing, speaking, reading, or listening:</p> <p>a. inconsistently uses 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).</p>	<p>demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. uses 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).</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. uses 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).</p>	<p>uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. strategically uses 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).</p>

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Detailed	8.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using at least one strategy:</p> <p>a. uses 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.</p> <p>b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>c. consults 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.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using one or more strategies:</p> <p>a. uses 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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults 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.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <p>a. uses 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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults 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.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <p>a. uses 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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults 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.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>
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Detailed	8.L.5	<p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. identifies figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular basic words to better understand each of the words.</p> <p>c. generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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