**Student Personal Learning Goals – ELA Edition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 8 page 1 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.RL.1** | I cite textual evidence that supports what the text says explicitly. | I cite examples of textual evidence that support an analysis of what the text says explicitly.  I cite examples of textual evidence that support basic inferences drawn from the text. | I cite the textual evidence that most strongly supports an analysis of what the text says explicitly.  I cite the textual evidence that most strongly supports inferences drawn from the text. | I cite the textual evidence that most strongly supports an in- depth analysis of the text.  I cite examples of textual evidence that most strongly supports complex inferences drawn from the text. |
| **8.RL.2** | I identify a theme or central idea of a text.  I identify characters, setting, and plot.  I provide a summary of the text. | I identify a theme or central idea of a text.  I analyze characters, setting, and plot.  I provide an objective summary of the text. | I determine a theme or central idea of a text.  I analyze its development over the course of a text, including its relationship to the characters, setting, and plot.  I provide an objective summary of the text. | I determine a complex theme or central idea.  I analyze its development over the course of a text.  I assess its relationship to the narrative elements.  I provide a thorough, objective summary of the text. |
| **8.RL.3** | I identify lines of dialogue or incidents in a story or drama that propel the action and reveal basic aspects of the character. | I explain how specific lines of dialogue or incidents in a story or drama propel the action and reveal some aspects of the character. | I analyze how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision. | I analyze and evaluate the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal complex aspects of the character, or provoke a decision. |
| **8.RL.4** | I determine the denotative meaning of some words and phrases with explicit textual support (e.g., context clues, embedded definitions). | I determine the meanings, including figurative and connotative meanings, of words and phrases with textual support (e.g., context clues, embedded definitions).  I analyze the impact of some specific word choices on meaning and tone, including analogies or allusions to other texts. | I determine the meanings, including figurative and connotative meanings, of words and phrases.  I analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I evaluate the effect of words and phrases, including figurative and connotative meanings.  I analyze and evaluate the effect of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **8.RL.5** | I page4image1565716672make comparisons between the content of two texts. | I compare and contrast the structure of two texts, describing the connection to their meaning and style. | I compare and contrast the structure of two or more texts.  I analyze how the differing structure of each text contributes to its meaning and style. | I thoroughly compare and contrast the structure of two or more texts.  I analyze how the differing structure of each text contributes to its meaning and style and assessing their effectiveness. |
| **8.RL.6** | I page4image1565716672explain how differences in the points of view of the characters or the reader affect the text. | I analyze how differences in the points of view of the main characters or the reader affect the text.  I identify suspense or humor in the text. | I analyze 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. | I analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  I evaluate their effect on the text. |
| **8.RL.7** | I indicate the section of a film of a story or drama that stays faithful to or departs from the text or script. | I explain the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I identify how differences made by the director or actors affect meaning. | I analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I evaluate the choices made by the director or actors. | I analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script.  I evaluate the choices made by the director or actors and proposing alternate ideas. |
| **8.RL.8** | N/A | N/A | N/A | N/A |
| **8.RL.9** | I establish how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works. | I establish how a modern work of fiction draws on explicit themes, events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. | I analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. | I cite specific textual evidence to support an analysis and evaluation of how a modern work of fiction.  I draw on inferential themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new. |
| **Charting My Progress Grade 8 page 4 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.RI.1** | I identify textual evidence to support an analysis of what the text says explicitly. | I identify examples of textual evidence to support an analysis of what the text says explicitly.  I identify examples of textual evidence to support inferences drawn from the text. | I identify and cite the textual evidence that most strongly supports an analysis of what the text says explicitly.  I identify and cite the textual evidence that most strongly supports inferences drawn from the text. | I identify and cite the textual evidence that most strongly supports an extensive analysis of the text.  I identify and cite the textual evidence that most strongly supports complex inferences drawn from the text. |
| **8.RI.2** | I identify a central idea of a text.  I provide a retelling of the text. | I identify a central idea of a text.  I attempt to follow its development over the course of a text.  I provide a simple, objective summary of the text. | I determine a central idea of a text.  I analyze its development over the course of a text, including its relationship to supporting ideas.  I provide an objective summary of the text. | I determine a central idea of a text.  I analyze its development over the course of a text, including its relationship to supporting ideas.  I assesse the strength of each supporting idea.  I provide a thorough, objective summary of the text. |
| **8.RI.3** | I explain how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons). | I interpret how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through categories). | I analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through analogies). | I evaluate how a text makes connections among and distinctions between individuals, ideas, or events and their impact on the text. |
| **8.RI.4** | I determine the literal meaning of words and phrases as they are used in a text, with textual support (e.g., context clues, embedded definitions).  I identify the effect of basic specific word choices on meaning and tone. | I determine the meanings, including common figurative, connotative, and technical meanings, of words and phrases as they are used in a text with textual support (e.g., context clues, embedded definitions).  I explain the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | I interpret the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I evaluate the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **8.RI.5** | I explain the basic structure of a specific paragraph in a text.  I describe the role of particular sentences in creating that structure. | I determine the general structure of a specific paragraph in a text.  I describe the role of particular sentences in developing a key concept. | I 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. | I classify the rhetorical 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, refining, and communicating a key concept. |
| **8.RI.6** | I identify an author's point of view or purpose in a text.  I provide basic examples where the author acknowledges or responds to conflicting evidence or viewpoints. | I determine an author's point of view or purpose in a text.  I explain how the author acknowledges and responds to conflicting evidence or viewpoints. | I identify an author's point of view or purpose in a text.  I analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | I analyze and evaluate an author's point of view or purpose in a text.  I evaluate the rhetorical effect of how the author acknowledges.  I respond to conflicting evidence or viewpoints. |
| **8.RI.7** | I identify an explicit topic or idea presented in two different media (e.g., print or digital text, video, multimedia). | I compare and contrast the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea. | I evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | I assess the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  I provide specific details and evidence to support the evaluation. |
| **8.RI.8** | I determine the basic argument and claims in a text.  I describe the evidence used to support the claims. | I delineate and evaluate the argument and specific claims in a text.  I assess whether the evidence is relevant. | I delineate and evaluate the argument and specific claims in a text.  I assess whether the reasoning is sound and the evidence is relevant and sufficient.  I recognize when irrelevant evidence is introduced. | I classify and evaluate the argument and specific claims in a text.  I cite specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient.  I recognize when irrelevant evidence is introduced.  I justify my reasoning. |
| **8.RI.9** | I identify a case in which two texts provide conflicting information on the same topic.  I attempt to identify where the texts disagree. | I identify a case in which two texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact. | I analyze a case in which two or more texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact or interpretation. | I analyze a case in which two or more texts provide conflicting information on the same topic.  I identify where the texts disagree on matters of fact or interpretation.  I assess the strength or reliability of each. |
| **Charting My Progress Grade 8 page 7 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.W.1** | I attempt to write basic arguments to support my claim with reasons:  a. I introduce my claim and organize reasons and evidence.  b. I support my claim with evidence and demonstrates a basic understanding of the topic or text.  c. I attempt to use transitions to link my claim with reasons.  d. I attempt to establish a formal style.  e. I provide a concluding statement. | I write general arguments to support my claim with reasons and evidence:  a. I introduce my claim and organize the reasons and evidence logically with minor errors.  b. I support my claim with uneven reasoning and evidence, using few sources and demonstrate an understanding of the topic or text.  c. I use words, phrases, and clauses to clarify the relationships among the claim, reasons, and evidence.  d. I establish a formal style with minor errors.  e. I provide a concluding statement or section that supports the argument presented. | I write arguments to support my claim with clear reasons and relevant evidence:  a. I introduce my claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically.  b. I support my claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrate an understanding of the topic or text.  c. I use words, phrases, and clauses to create cohesion and clarify the relationships among the claim, counterclaims, reasons, and evidence.  d. I establish and maintain a formal style.  e. I provide a concluding statement or section that follows from and supports the argument presented. | I write conclusive arguments to support my claim with clear reasons and analysis of relevant evidence:  a. I introduce my claim, acknowledge and distinguish the claim from alternate or opposing claims, evaluate their validity, and organize the reasons and evidence logically.  b. I support my claim with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrate a profound understanding of the topic or text.  c. I precisely use a variety of words, phrases, and clauses to create cohesion and clarify the relationships among my claim, counterclaims, reasons, and evidence.  d. I establish and maintain a formal style throughout the entire piece of writing.  e. I provide a compelling concluding statement or section that follows from and supports the argument presented. |
| **8.W.2** | I attempt to write informative/explanatory texts to examine a topic and convey information through the selection and organization of information.  a. I introduce a topic, organize ideas into categories, and attempt to include formatting (e.g., headings) and graphics (e.g., charts, tables).  b. I develop the topic with relevant facts or other information and examples.  c. I attempt to use appropriate transitions.  d. I use appropriate language to inform about or explain the topic.  e. I attempt to establish a formal style.  f. I provide a concluding statement. | I write general informative/explanatory texts to examine a topic and convey ideas and information through the selection and organization of relevant content.  a. I introduce a topic, organize ideas and information into broader categories, and include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.  b. I develop the topic with relevant facts, definitions, or other information and examples.  c. I use appropriate transitions to clarify the relationships among ideas and concepts.  d. I use clear language to inform about or explain the topic.  e. I establish a formal style.  f. I provide a concluding statement or section that follows from and supports the information presented. | I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. I introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. I develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. I use precise language and domain-specific vocabulary to inform about or explain the topic.  e. I establish and maintain a formal style.  f. I provide a concluding statement or section that follows from and supports the information or explanation presented. | I write precise informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. I clearly and concisely introduce a topic, previewing what is to follow; seamlessly organize ideas, concepts, and information into broader categories; and include various formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. I develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from reliable sources.  c. I use a variety of appropriate transitions to create cohesion and clarify the relationships among ideas and concepts and allow the information to flow.  d. I use precise language and domain-specific vocabulary to eloquently inform about or explain the topic.  e. I establish and maintain a formal style throughout the piece of writing.  f. I provide a compelling concluding statement or section that follows from and supports the information or explanation presented. |
| **8.W.3** | I attempt to write narratives to develop real or imagined experiences or events using details and event sequences.  a. I engage the reader by establishing a point of view and introduce a narrator and/or characters and organize a basic event sequence.  b. I use dialogue and description to develop experiences, events, and/or characters.  c. I attempt to use transition words to convey sequence and show the relationships among experiences and events.  d. I use words, phrases, and relevant descriptive details to explain the action and convey experiences and events.  e. I provide a conclusion. | I write general narratives to develop real or imagined experiences or events using relevant descriptive details and event sequences.  a. I engage the reader by establishing a context and point of view and introduce a narrator and/or characters and organize an event sequence that unfolds naturally.  b. I use narrative techniques, such as dialogue, description, and reflection, to develop experiences, events, and/or characters.  c. I use transition words and phrases to convey sequence and show the relationships among experiences and events.  d. I use specific words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from the narrated experiences or events. | I write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. I engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. I 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. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from and reflects on the narrated experiences or events. | I write descriptive narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.  a. I engage and orient the reader by establishing a context and clear point of view and introduce a narrator and/or characters and organize a complex event sequence that unfolds naturally and logically.  b. I expertly use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. I use a wide 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. I use precise words and phrases, relevant descriptive details, and sensory language to clearly capture the action and convey experiences and events.  e. I provide a compelling conclusion that follows from and reflects on the narrated experiences or events. |
| **8.W.4** | I produce writing in which the development, organization, and style are inadequate to tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are incomplete or inadequate to tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate to tasks, purposes, and audiences. |
| **8.W.5** | With guidance and support from peers and adults, I strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing by planning, revising, editing, and rewriting.  I take into consideration how well purpose and audience have been addressed. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying a new approach.  I focus on how well purpose and audience have been addressed. | With support from peers and adults, I develop, elaborate on, and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches.  I focus on how well purpose and audience have been addressed. |
| **8.W.6** | I use technology, including the Internet, to produce and publish writing and to interact with others. | I use technology, including the Internet, to produce and publish writing, which may present the relationship between information and ideas incompletely.  I use technology, including the Internet, to interact with others. | I use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas completely.  I use technology, including the Internet, to interact and collaborate with others. | I use technology, including the Internet, to produce and publish effective or creative writing and present the relationships between information and ideas effectively.  I use technology, including the Internet, to effectively interact and collaborate with others. |
| **8.W.7** | I conduct short research projects to answer a question, drawing on a source. | I conduct short research projects to answer a question, drawing on a few sources.  I attempt to generate additional related questions. | I conduct short research projects to answer a question, drawing on several sources.  I generate additional related, focused questions for further research and investigation. | I conduct short research projects to answer a question, drawing on several sources.  I generate additional related, focused questions for further research and investigation. |
| **8.W.8** | I gather information from print and/or digital sources.  I attempt to use search terms.  I assess the accuracy of each source while avoiding plagiarism. | I gather information from multiple print and digital sources, using search terms.  I assess the accuracy of each source.  I paraphrase the conclusions of others while avoiding plagiarism.  I attempt to follow a standard format for citation. | I gather relevant information from multiple print and digital sources, using search terms effectively.  I assess the credibility and accuracy of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I follow a standard format for citation. | I gather relevant and important information from multiple print and digital sources, using search terms effectively.  I evaluate and analyze the credibility and accuracy of each source.  I quote or precisely paraphrase the data and conclusions of others while avoiding plagiarism.  I always following a standard format for citation. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Charting My Progress Grade 8 page 12 of 16** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **8.L.1** | I demonstrate understanding of the basic conventions of standard English grammar and usage when writing or speaking.  a. I identify the function of verbals (gerunds, participles, infinitives) in general.  b. I form and use verbs in the active and passive voice.  c. With assistance, I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I attempt to recognize and correct some basic inappropriate shifts in verb voice and mood. | I demonstrate a general understanding of the conventions of standard English grammar and usage when writing or speaking:  a. I describe the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I form and use verbs in the active and passive voice.  c. With minimal assistance, I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I recognize and correct some general inappropriate shifts in verb voice and mood. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking:  a. I explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I form and use verbs in the active and passive voice.  c. I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I recognize and correct inappropriate shifts in verb voice and mood. | I demonstrate a consistent, strong command of the conventions of standard English grammar and usage when writing or speaking:  a. With accuracy, I explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  b. I consistently form and use verbs in the active and passive voice.  c. I consistently form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. I consistently recognize and correct inappropriate shifts in verb voice and mood. |
| **8.L.2** | I page8image1530617952demonstrate some awareness of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I attempt to use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I inconsistently use an ellipsis to indicate an omission.  c. I attempt to spell correctly. | I demonstrate understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing:  a. I usually use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Sometimes I use an ellipsis to indicate an omission.  c. Generally I spell correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I use an ellipsis to indicate an omission.  c. I spell correctly. | I demonstrate a consistent, strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I expertly use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. I consistently use an ellipsis to indicate an omission.  c. I consistently spell correctly. |
| **8.L.3** | I attempt to apply the basic conventions of language when writing, speaking, reading, or listening.  I attempt to 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). | I demonstrate basic knowledge of language and its conventions when writing, speaking, reading, or listening.  I sometimes 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). | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I 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). | I use extensive knowledge of language and its conventions when writing, speaking, reading, or listening.  I consistently 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). |
| **8.L.4** | I attempt to determine or clarify the meaning of multiple- meaning words or phrases, with textual support (e.g., context clues, embedded definitions).  I choose flexibly from a range of strategies.  a. I attempt to 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. I attempt to use common, basic Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede).  c. I consult provided general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a basic word or determine or clarify its precise meaning or its part of speech. | I determine or clarify the meaning of general unknown and multiple-meaning words or phrases.  I choose flexibly from a range of strategies.  a. I use basic 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. I use common, basic Greek or Latin affixes and roots as clues to the meaning of a word (e.g., recede).  c. I consult provided general 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. | I determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.  a. I 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. I use less common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede).  c. I consult provided 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. | I expertly determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.  a. I consistently 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. I consistently use less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.  c. I expertly consult provided 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. |
| **8.L.5** | page8image3788184512I demonstrate an understanding of basic, familiar figurative language, word relationships, and nuances in word meanings.  a. I identify common figures of speech (e.g., verbal irony, puns) in context.  b. I attempt to use the relationship between particular basic words to better understand each of the words.  c. I attempt to distinguish among the connotations (associations) of some simple words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate an understanding of familiar figurative language, word relationships, and nuances in word meanings.  a. I interpret some common figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between some words to better understand each of the words.  c. I distinguish among the connotations (associations) of some words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. I interpret more abstract figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between particular words to better understand each of the words.  c. I distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | I demonstrate a solid understanding of figurative language, word relationships, and nuances in word meanings.  a. I interpret more abstract figures of speech (e.g., verbal irony, puns) in context.  b. I use the relationship between particular words to develop a more thorough and better understanding of each of the words.  c. I distinguish and assess the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| **8.L.6** | I use general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and use some grade- appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use grade-appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use above-grade general, academic, and domain-specific words and phrases.  I gather and use vocabulary knowledge when considering a word or phrase important to comprehension or expression. |