

RISE PLD ELA Grade 8

| PLD | Standard | Below Proficient | Approaching Proficient | Proficient | Highly Proficient |
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| Policy | | The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level and is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support. | The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level and is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support. | The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support. | The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently. |
| | | For grade-appropriate, low-complexity texts, the Level 1 student | For grade-appropriate, low-to-moderate-complexity texts, the Level 2 student | For grade-appropriate, moderate-to-high-complexity texts, the Level 3 student | For grade-appropriate, high-complexity texts, the Level 4 student |
| Reading: Literature | | | | | |
| Range | RL.8.1 | cites textual evidence to support an analysis of what the text says explicitly. | cites multiple examples of 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. | cites the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text. |
| Range | RL.8.2 | identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a basic retelling of the text. | identifies a theme or central idea of a text; analyzes 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 a theme or central idea and analyzes its development over the course of a text; evaluates its relationship to the narrative elements; provides a comprehensive objective summary of the text. |
| Range | RL.8.3 | 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. |
| Range | RL.8.4 | With textual support (e.g. context clues, embedded definitions), determines the denotative meaning of words and phrases. | With textual support (e.g. context clues, embedded definitions), 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 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. | 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. |

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| Range | RL.8.5 | compares and contrasts the content 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 the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style and evaluating their effectiveness. |
| Range | RL.8.6 | describes how differences in the points of view of the characters or the reader affect the text. | analyzes how differences in the points of view of the characters or the reader affect 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 | analyzes 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 and evaluates their impact on the text. |
| Range | RL.8.7 | describes the extent to which a film of a story of drama stays faithful to or departs from the text or script. | describes the extent to which a film of a story of 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 film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | analyzes the extent to which a film of a story of drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and proposing alternate treatments. |
| Range | RL.8.9 | identifies how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works. | identifies how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including 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, including how the material is rendered new. | cites specific evidence to support an analysis and evaluation of 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. |
| Reading: Informational Text | | | | | |
| Range | RI.8.1 | cites textual evidence to support an analysis of what the text says explicitly. | cites multiple examples of 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. | cites the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text. |
| Range | RI.8.2 | identifies a central idea of a text; provides a basic retelling of the text. | identifies a central idea of a text and follows 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 a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; evaluates the strength of each supporting idea; provides a comprehensive, objective summary of the text. |
| Range | RI.8.3 | 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 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). | analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and evaluates their rhetorical impact on the text. |

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| Range | RI.8.4 | with textual support (e.g. context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone. | with textual support (e.g. context clues, embedded definitions), determines the meaning of 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. |
| Range | RI.8.5 | describes the structure of a specific paragraph in a text; describes the role of particular sentences in creating that structure. | describes and identifies the structure of a specific paragraph in 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 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 and refining a key concept. |
| Range | RI.8.6 | identifies an author's point of view or purpose in a text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints. | identifies an author's point of view or purpose in a text and describes how the author acknowledges and responds to conflicting evidence or viewpoints. | determines an author's point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints. | analyzes an author's point of view or purpose in a text and evaluates the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints. |
| Range | RI.8.7 | identifies a particular topic or idea presented in two 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 the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence to support the evaluation. |
| Range | RI.8.8 | delineates the argument and specific claims in a text, describing the reasoning and evidence used to support the claims. | delineates and evaluates the argument and specific claims in a text, assessing 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; recognize when irrelevant evidence is introduced. | explicitates and evaluates the argument and specific claims in a text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced and justifies reasoning. |
| Range | RI.8.9 | describes 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 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 | | | | | |
| Range | W.8.1 | <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 extra-textual evidence, and demonstrating a basic understanding of the topic or text</p> <p>c. uses basic transitions 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>Write 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. Establishs 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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| Range | W.8.2 | <p>writes informative/explanatory text to describe a topic through the selection and organization of content</p> <ol style="list-style-type: none"> introduces a topic; attempts an organization of ideas, concepts, and information. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples uses appropriate transitions to create cohesion uses topic-appropriate language and vocabulary to inform attempts a formal style provides a concluding statement or section | <p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content</p> <ol style="list-style-type: none"> introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories. develops the topic with facts, definitions, concrete details, quotations, or other information and examples uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic establishes a formal style provides a concluding statement or section that follows from the information or explanation presented | <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> <ol style="list-style-type: none"> introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), when useful to aiding comprehension. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. uses precise language and domain-specific vocabulary to inform about or explain the topic establishes and maintains a formal style provides a concluding statement or section that follows from and supports the information or explanation presented | <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> <ol style="list-style-type: none"> 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 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. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts uses precise language and domain-specific vocabulary to manage the complexity of the topic establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which they are writing provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented |

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| Range | W.8.4-6 | 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; editing should demonstrate basic command of Language standards 1-3 up to and including grade 8; 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; editing should demonstrate command of Language standards 1-3 up to and including grade 8; 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; editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8; 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, editing for conventions should demonstrate skillful command of Language standards 1-3 up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas in a dynamic way |
| Range | W.8.7-8 | conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrase 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; 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; 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 |
| Listening | | | | | |
| Range | SL.8.2 | identifies the main ideas and supporting details presented in diverse media and formats. | identifies the main ideas and supporting details presented in diverse media and formats and the motives behind its presentation. | analyzes the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. | analyzes and interprets the motives, the main ideas and supporting details presented in diverse media and formats. |
| Range | SL.8.3 | delineates a speaker's argument and specific claims. | delineates a speaker's argument and specific claims, identifying whether irrelevant evidence is introduced. | 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. | delineates and evaluates a speaker's argument and specific claims for the soundness of reasoning and the relevance and sufficiency of the evidence; analyzes the relevance of evidence and explains why it was used. |

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| Language | | | | | |
| Range | L.8.1 | <p>demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> identifies the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences forms and uses verbs in the active and passive voice inconsistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood recognizes and corrects inappropriate shifts in verb voice and mood | <p>demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences forms and uses verbs in the active and passive voice generally forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood recognizes and corrects inappropriate shifts in verb voice and mood | <p>demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences forms and uses verbs in the active and passive voice forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood recognizes and corrects inappropriate shifts in verb voice and mood | <p>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> explains with high accuracy the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences forms and uses verbs in the active and passive voice expertly forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood recognizes and corrects inappropriate shifts in verb voice and mood |
| Range | L.8.2 | <p>demonstrates awareness of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break inconsistently uses an ellipsis to indicate an omission spells correctly. | <p>demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break uses an ellipsis to indicate an omission spells correctly. | <p>demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> uses punctuation (comma, ellipsis, dash) to indicate a pause or break uses an ellipsis to indicate an omission spells correctly. | <p>demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break uses an ellipsis to indicate an omission spells correctly. |
| Range | L.8.3 | <p>attempts to apply of the conventions of language when writing, speaking, reading, or listening:</p> <ol style="list-style-type: none"> 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>demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ol style="list-style-type: none"> 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>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ol style="list-style-type: none"> 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>uses deep knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ol style="list-style-type: none"> expertly 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). |

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| Range | L.8.4 | <p>with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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 uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) 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 verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <p>generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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 uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) 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 verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <p>determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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 uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) 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 verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | <p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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 uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) 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 verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Range | L.8.5 | <p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> identifies figures of speech (e.g. verbal irony, puns) in context uses the relationship between particular basic words to better understand each of the words generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | <p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> interprets figures of speech (e.g. verbal irony, puns) in context uses the relationship between particular words to better understand each of the words distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | <p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> interprets figures of speech (e.g. verbal irony, puns) in context uses the relationship between particular words to better understand each of the words distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | <p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> interprets figures of speech (e.g. verbal irony, puns) in context uses the relationship between particular words to better understand each of the words distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |