

Kansas Performance Level Descriptors

8th Grade English Language Arts

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Cluster: Key Ideas and Details

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Standard: RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

PLDs:

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine explicit evidence or details to support a given inference or conclusion.• Explain a few implicit details or information to support an inference.• Explain basic text evidence to support what the text means.	<ul style="list-style-type: none">• Explain how explicit evidence or details and implicit information support a given inference or conclusion.• Analyze the relationship between the explicit and implicit details and/or information to show clear understanding of the inference or conclusion.	<ul style="list-style-type: none">• Analyze explicit text evidence or details and/or implicit information to show a strong interpretation of the text.• Evaluate the explicit text evidence and implicit details and/or information to prove the given inference or conclusion.

Cluster: Key Ideas and Details

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard: RL.8.2

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine or summarize a theme and its development throughout a text.2. The student will explain the relationship between a theme of a text and the character(s), setting(s), and plot.3. The student will objectively summarize a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine the theme as a general topic or general idea.• Explain the relationship between a theme of a text and the character(s), setting(s), and plot.• Recall basic details of the plot that demonstrate how the theme emerges through the story.	<ul style="list-style-type: none">• Explain a clear and accurate theme, and write a statement demonstrating the author’s message.• Analyze the relationship between the overall theme of a text through the character(s), setting(s), and plot.• Explain an objective summary that includes key components and avoids personal opinion, using relevant components of the text to demonstrate the author's message.	<ul style="list-style-type: none">• Analyze the development of a theme and show its complexity.• Evaluate the relationship between the theme of a text and show how it develops through the character(s) and setting(s), and how it deepens the plot.• Analyze key components of the text to write an objective summary avoiding any personal opinion, using strong and relevant evidence from the text

Cluster: Key Ideas and Details

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

Standard: RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

PLDs:

Evidence Statement		
1. The student will analyze how dialogue and/or events propel a text’s plot and affect the characters.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain how dialogue and/or events relate to the text’s plot and characters.• Explain some key events that change or impact the plot.• Explain how some key events reveal aspects of a character that affect the character’s decision.	<ul style="list-style-type: none">• Analyze how specific lines of dialogue or incidents propel the plot and affect the characters.• Analyze several key events that change or propel the plot throughout the text.• Analyze how specific details and events reveal the true nature of the character and why the character makes a decision.	<ul style="list-style-type: none">• Evaluate how the dialogue and events impact the plot and affect the complexity of the characters.• Evaluate how the key events interact with one another to impact various components of the plot throughout the text.• Evaluate specific details and key events to prove the true nature of the character and how these details and events affect the character’s decisions.

Cluster: Craft & Structure

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of a word or phrase based on its context in a literary text.2. The student will determine the meaning of figurative language.3. The student will analyze the impact of word choices on a text, including analogies or allusions to other texts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine the meaning of unfamiliar words and phrases using context clues in a literary text.• Identify figurative language, including an analogy or an allusion to other texts.• Explain the connotative meanings of a word or phrase throughout the text and how the word choice contributes to overall meaning and tone of the text.	<ul style="list-style-type: none">• Analyze the meaning of unfamiliar words and phrases by using specific context clues in a literary text.• Explain how the meaning of figurative language, including analogies or allusions, deepens the meaning of the text.• Analyze how the connotative meaning of a word or phrase affects the development of the author's message or theme.	<ul style="list-style-type: none">• Evaluate the author's use of words and phrases using context clues.• Evaluate the author's use of figurative and connotative language, including analogies and/or allusions, to achieve a purpose and impact the meaning of the text.• Evaluate how the meaning of words and phrases impacts the overall tone of the text.

Cluster: Craft & Structure

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

Standard: RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

PLDs:

Evidence Statements		
1. The student will analyze the structures in two or more texts.		
2. The student will analyze how a text’s structure contributes to its meaning and style.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain the structure(s) used in two or more texts.• Explain how each structure presents information differently.• Compare structures and explain how they contribute to the text’s meaning and style.	<ul style="list-style-type: none">• Analyze the structure(s) used in two or more texts.• Explain the effect of different structures on the reader’s understanding.• Analyze how each text’s structure influences its overall meaning, tone, or style.	<ul style="list-style-type: none">• Evaluate structural comparisons across multiple texts.• Evaluate how the author uses different structures strategically to enhance the reader’s understanding.• Evaluate the effectiveness of structure in supporting the author’s style or intent.

Cluster: Craft & Structure

Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

Standard: RL.8.6

Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

PLDs:

Evidence Statement		
1. The student will analyze how variations in the points of view / perspectives of a text’s characters and readers create effects (e.g., humor, suspense).		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain differences between the perspective or viewpoint of the characters and what the audience knows.• Determine examples of dramatic irony through the text.• Describe how these differences affect the reader’s experience, such as humor and suspense.• Provide a few pieces of text evidence.	<ul style="list-style-type: none">• Analyze how differences in perspective or viewpoint create specific reader effects (e.g., tension, humor).• Explain how dramatic irony shapes the reader’s experience.• Explain why the author used dramatic irony and how it creates specific emotional effects, such as tension, suspense, or humor.• Provide strong textual evidence.	<ul style="list-style-type: none">• Evaluate how and why the differences in perspective or viewpoint of the characters create specific reader effects (e.g. tension, humor).• Analyze effectiveness of the author’s use of dramatic irony to achieve humor or suspense.• Support analysis with various and strong examples of text evidence.

Cluster: Integration of Knowledge & Ideas

Evaluate the use of different mediums to present particular topics or ideas and analyze conflicting information on the same topic, identifying where texts disagree on matters of fact or interpretation.

Standard: RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will analyze how a modern work of fiction draws on themes or events from myths, traditional stories, or religious works. 2. The student will analyze how a modern work of fiction draws on character types from myths, traditional stories, or religious works. 3. The student will describe how themes or patterns of events are rendered new in a modern work of fiction. 4. The student will describe how character types are rendered new in a modern work of fiction. 		
Performance Level Descriptors		
Level 1: Basic	Level 2: Proficient	Level 3: Advanced
<ul style="list-style-type: none"> • Compare and contrast differences in themes or events in a traditional story and a modern work of fiction. • Compare and contrast differences in characters in a traditional story and a modern work of fiction. 	<ul style="list-style-type: none"> • Analyze how a modern work of fiction draws on themes or events from myths, traditional stories, or religious works. • Analyze how a modern work of fiction draws on character types from myths, traditional stories, or religious works. • Explain how themes or patterns of events are rendered new in a modern work of fiction. • Explain how character types are rendered new in a modern work of fiction. 	<ul style="list-style-type: none"> • Evaluate how and/or why a modern work of fiction draws on themes or events from myths, traditional stories, or religious works. • Evaluate how and/or why a modern work of fiction draws on character types from myths, traditional stories, or religious works. • Evaluate how the author rendered new themes or patterns of events in a modern work of fiction. • Evaluate how the author rendered new character types in a modern work of fiction.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.8.11

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

PLDs:

Evidence Statement		
<p>1. The student will determine the meaning of an unknown word or phrase by</p> <ol style="list-style-type: none"> a. using context clues, b. using common Greek and Latin affixes and/or roots, c. using reference materials to determine, clarify, and/or verify meaning, and d. verifying the preliminary determination of the meaning of a word or phrase. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> • Determine context clues to develop the meaning of the unknown word or phrase. • Explain how common Greek and Latin affixes and/or roots help determine the meaning of the word. • Determine a resource to identify the intended meaning of the word or phrase. • Verify a preliminary determination of a word's meaning using context clues or word parts (prefixes, suffixes, roots). 	<ul style="list-style-type: none"> • Analyze specific or strategic context clues to understand the meaning of an unknown word or phrase. • Analyze how the word structure (root, prefixes, or suffixes) shapes the meaning of the word in the context of the sentence or text. • Determine a specific resource or appropriate resources to use to understand the meaning of the word in the context of the sentence or text. • Verify that a preliminary determination of a word's meaning is accurate. 	<ul style="list-style-type: none"> • Evaluate and cite specific context clues to defend the meaning of the unknown word or phrase. • Evaluate how the word structure (root, prefixes, or suffixes) shapes the meaning of the word in the context of the sentence or text, along with the author's intent. • Analyze various resources to use to understand the meaning of the word or phrase in the context of the text. • Verify a preliminary determination of the meaning of multiple words or phrases.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.8.12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,using word relationships to better understand each word, andidentifying the connotative meaning of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">Determine figurative language in context.Determine simple word relationships (e.g., synonyms, antonyms) to deepen word understanding.Explain connotative and denotative meanings of words.	<ul style="list-style-type: none">Accurately interpret figurative language in context.Explain or clarify word meaning by using accurate word relationships (synonyms, antonyms, analogies, etc.).Compare and contrast connotations of words with similar denotations.	<ul style="list-style-type: none">Analyze figurative language in context and explain its deeper or symbolic significance within the text.Analyze and compare complex word relationships to explain how words relate in meaning and usage.Analyze the connotations of words with similar denotations.

Cluster: Key Ideas & Details

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Standard: RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

PLDs:

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine text evidence that explicitly supports a given inference or conclusion.• Explain how explicit text evidence supports the given inference or conclusion.	<ul style="list-style-type: none">• Analyze strong text evidence with both explicit details and/or implicit information to support a given inference or conclusion.• Analyze how the text evidence supports the given inference or conclusion.	<ul style="list-style-type: none">• Explain both the explicit details and/or implicit information to prove the given inference or conclusion.• Evaluate how both explicit details and implicit information prove the given inference or conclusion.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or procedures and details that support them.

Standard: RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine or summarize a central idea and its development throughout the text.2. The student will explain the relationship between the central idea of the text and the provided key ideas.3. The student will objectively summarize the text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine a central idea from a text.• Identify key ideas of the text and how these ideas develop the central idea of the text.• Apply key ideas into an objective summary.	<ul style="list-style-type: none">• Explain the central idea of the text and how it develops over the course of the whole text.• Explain the relationship between the central ideas of the text by using accurate key ideas.• Craft an objective summary using several key components that contribute to the overall central idea, using evidence from the text.	<ul style="list-style-type: none">• Analyze the central idea of the text and how the author develops the ideas throughout the text.• Analyze the relationship between the central ideas of the text using strong and accurate key ideas.• Synthesize key ideas and provide strong key components to craft an objective summary using evidence from the text.

Cluster: Key Ideas & Details

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

Standard: RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

PLDs:

Evidence Statement		
1. The student will analyze how a text makes connections among and distinctions between individuals, ideas, or key events (e.g., through comparisons, analogies, or categories).		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Identify connections among and distinctions between individuals, ideas, or key events.• Explain links or contrasts between elements through specific methods (e.g., comparison, analogies, or categories).	<ul style="list-style-type: none">• Analyze how a text makes connections among and distinctions between individuals, ideas, or key events.• Analyze how the author links or contrasts those elements through some methods (e.g., analogy, comparison, categorization).	<ul style="list-style-type: none">• Analyze and support with evidence how a text makes connections among and distinctions between individuals, ideas, or key events.• Analyze how and why the author links or contrasts those elements with specific methods (e.g., analogy, comparison, categorization).

Cluster: Craft & Structure

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of words and phrases as they are used in an informational text.2. The student will determine the figurative, connotative, and technical meanings of words or phrases.3. The student will analyze the impact of word choice on a text, including analogies or allusions to other texts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine the meaning of common words and phrases using context clues, with support.• Explain examples of figurative and connotative language using simple interpretations.• Describe the tone of a text at a surface level (e.g., happy, sad).• Explain the difference between literal and nonliteral language.• Recognize how word choice affects the tone or meaning of the text.	<ul style="list-style-type: none">• Analyze the meaning of both literal and nonliteral language, including figurative and connotative meanings, using context clues.• Analyze how figurative language contributes to the development of tone.• Examine how the word choices shape the overall meaning and tone of the text.• Analyze how the author’s word choice shapes the overall meaning and tone of a text and affects the message and tone of the text.	<ul style="list-style-type: none">• Evaluate how figurative and connotative language deepen the complexity of meaning and tone in a text, using context clues.• Evaluate how figurative language shapes the meaning of the text and prove how it affects the message and tone of the text.• Evaluate how word choice reinforces the author's message and shapes the reader’s emotional response.• Provide several examples and explanations that consistently show the author's intent.

	<ul style="list-style-type: none">• Analyze between subtle shifts in tone and meaning based on academic language and connotation.• Provide consistent explanations.	
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Cluster: Craft & Structure

Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

Standard: RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

PLDs:

Evidence Statement		
1. The student will analyze paragraphs within a text and how the sentences develop and/or refine the main idea.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain the general structure (e.g., topic sentence, supporting detail) and describe how a sentence supports and develops a refining or key concept.	<ul style="list-style-type: none">• Analyze how the structure of a specific paragraph in a text develops and/or refines the main ideas.• Explain the function and purpose of sentence placement or transitions.	<ul style="list-style-type: none">• Analyze the roles of sentences and how they contribute to a strategic structure used by the author to develop and/or refine a key concept.• Support this conclusion with evidence from the paragraphs and sentences within the text.

Cluster: Craft & Structure

Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

Standard: RI.8.6

Determine an author’s perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will identify the author’s point of view / perspective and purpose in a text.2. The student will analyze how an author acknowledges and responds to opposing viewpoints and/or evidence.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Determine the author’s point of view / perspective and identify the purpose in a text.• Explain how the author responds to conflicting evidence or opposing viewpoints.	<ul style="list-style-type: none">• Determine the author’s point of view / perspective and explain the purpose in a text.• Analyze how an author acknowledges and responds to opposing viewpoints and/or evidence.	<ul style="list-style-type: none">• Analyze the author’s point of view / perspective and purpose in a text.• Evaluate how and why the author acknowledges and responds to opposing viewpoints and/or evidence.

Cluster: Integration of Knowledge & Ideas

Determine the structure and logic of the author’s argument using claims supported by evidence.

Standard: RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze a text’s arguments and claims.2. The student will distinguish between sound and unsound reasoning.3. The student will evaluate if the reasoning and evidence in a text are relevant and sufficient to support the text’s claims.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain a text’s arguments and claims.• Distinguish sound and unsound reasoning.• Explain if the reasoning and evidence provided in a text are relevant and sufficient to support the claim.	<ul style="list-style-type: none">• Analyze a text’s arguments and claims.• Analyze how and/or why a reason is sound or unsound.• Analyze how and why the reason and provided evidence in a text are relevant and sufficient to support the claim.	<ul style="list-style-type: none">• Evaluate or critique a text’s arguments and claims.• Evaluate or critique sound or unsound reasoning with evidence or support from the text.• Justify why the reasoning and evidence are relevant and sufficient to support the claim.• Provide strong evidence.

Cluster: Integration of Knowledge and Ideas

Evaluate the use of different mediums to present particular topics or ideas, evaluate arguments and specific claims in a text, and analyze conflicting information on the same topic and identify where texts disagree on matters of fact or interpretation.

Standard: RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze how two or more texts provide conflicting information on the same topic.2. The student will identify where two or more texts disagree on matters of fact or interpretation.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Explain specific differences in information or interpretation between two texts on the same topic.• Identify statements of fact or interpretation in each text.	<ul style="list-style-type: none">• Analyze how and why two or more texts on the same topic provide conflicting information.• Distinguish between disagreements based on fact versus interpretation.	<ul style="list-style-type: none">• Evaluate the reliability of each of two or more texts on the same topic using textual evidence.• Synthesize evidence from multiple texts to determine which is more credible or accurate.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.8.11

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ol style="list-style-type: none">using context clues,using common Greek and Latin affixes and/or roots,using reference materials to determine, clarify, and/or verify meaning, andverifying the preliminary determination of the meaning of a word or phrase.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">Use context clues to determine the meaning of an unknown word or phrase.Explain how common Greek and Latin affixes and/or roots help determine the meaning of the word.Determine a resource to identify the intended meaning of the word or phrase.Verify a preliminary determination of a word's meaning using context clues or word parts (prefixes, suffixes, roots).	<ul style="list-style-type: none">Identify specific or strategic context clues to understand the meaning of an unknown word or phrase.Analyze how the word structure (root, prefixes, or suffixes) shape the meaning of the word in the context of the sentence or text.Determine a specific resource or appropriate resources to use to understand the meaning of the word in context.Verify that a preliminary determination of a word's meaning is accurate.	<ul style="list-style-type: none">Evaluate and cite specific context clues to defend the meaning of an unknown word or phrase.Evaluate how the word structure (root, prefixes, or suffixes) shapes the meaning of words in context, along with the author's intent.Analyze various resources to use to understand the meaning of the word or phrase in the context of the text.Verify a preliminary determination of the meaning of multiple words or phrases.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.8.12

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,using word relationships to better understand each word, andidentifying the connotative meaning of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">Determine figurative language in context.Identify simple word relationships (e.g., synonyms, antonyms) to deepen word understanding.Explain connotative and denotative meanings of words.	<ul style="list-style-type: none">Accurately interpret figurative language in context.Explain or clarify word meaning by using accurate word relationships (synonyms, antonyms, analogies, etc.).Compare and contrast connotations of words with similar denotations.	<ul style="list-style-type: none">Analyze figurative language in context and explain its deeper or symbolic significance within the text.Analyze and compare complex word relationships to explain how words relate in meaning and usage.Analyze the connotations of words with similar denotations.

Cluster: Text Types & Purposes

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard: W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will use provided information to organize and support an opinion or argument by <ol style="list-style-type: none"> a. clearly stating an opinion on a given topic, b. organizing supporting evidence/reasons to build a logical argument, c. acknowledging alternate or opposing viewpoints, d. using transition words and phrases for coherence, clarifying relationships between claims and reasons, e. establishing and maintaining a formal style, and f. developing an appropriate conclusion related to the opinion presented. 2. The student will revise an opinion or argument by <ol style="list-style-type: none"> a. identifying a missing or weak introduction or conclusion, b. identifying an improved organization or supporting evidence/reasons, c. acknowledging alternate or opposing viewpoints, d. deleting irrelevant evidence/reasons, e. using a style and tone appropriate to the purpose/audience, and f. identifying missing or weak transition words and phrases. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> • Develop an opinion statement (claim) on a given topic. • Organize supporting reasons and evidence in a basic logical order. • Determine alternate or opposing viewpoints. • Determine transitional words and phrases that clarify relationships 	<ul style="list-style-type: none"> • Develop a precise claim supported by logical reasoning and relevant evidence. • Organize reasons and evidence cohesively to build a strong, logical argument. • Determine and fairly address alternate or opposing viewpoints. 	<ul style="list-style-type: none"> • Craft a precise, logical claim that aligns with strong reasoning and relevant evidence. • Organize reasons and evidence that provide clarity and cohesiveness to build a strong, logical argument. • Explain alternate or opposing viewpoints.

<p>between claims and reasons.</p> <ul style="list-style-type: none"> • Establish a formal style and consistent tone with some errors. • Determine a conclusion that restates the argument’s claim. • Determine a missing or underdeveloped introduction or conclusion. • Show alternate or opposing viewpoints. • Determine disorganized reasons or irrelevant evidence. • Maintain an appropriate style and tone, with occasional lapses. • Determine when a transition is weak or missing. 	<ul style="list-style-type: none"> • Vary strong transition words and phrases to clarify relationships between evidence and support. • Maintain a consistent, formal style and objective tone. • Conclude with a statement that reinforces the argument’s main points. • Revise introductions and conclusions to frame the argument more clearly. • Improve transitions to enhance logical flow between ideas. • Strengthen fairness and presentation of opposing viewpoints. • Refine tone and style for a clear match to audience and purpose. • Determine if transitional words and phrases give clarity and coherence between claims and reasons. 	<ul style="list-style-type: none"> • Craft strong transitions to clarify subtle relationships among ideas, maintaining strong coherence. • Maintain a polished, formal style throughout the writing. • Craft a concluding section that not only summarizes but deepens the argument’s significance. • Evaluate introductions, body organization, transitions, and conclusions cohesively. • Analyze opposing viewpoints. • Elevate tone and style to be consistently professional, formal, and compelling. • Enhance coherence, clarity, and persuasiveness through thoughtful revision.
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Cluster: Text Types & Purposes

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard: W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

PLDs:

Evidence Statements		
<p>1. The student will use provided information to organize and support an informational or explanatory text by</p> <ul style="list-style-type: none">a. clearly stating a main idea,b. previewing supporting details or events,c. strategically organizing ideas/concepts,d. using supporting, concrete details to develop the main idea,e. using appropriate transitions for coherence, clarifying relationships between main ideas and details,f. establishing and maintaining a formal style, andg. developing an appropriate conclusion related to the information or explanation presented. <p>2. The student will revise an informational or explanatory text by</p> <ul style="list-style-type: none">a. identifying a missing or weak introduction or conclusion,b. identifying an improved organization or supporting details,c. deleting details that do not support the text’s main idea,d. using precise language,e. using a style and tone appropriate to the purpose/audience, andf. identifying missing or weak transition words and phrases.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• State a simple, clear main idea.• Organize ideas in a simple structure.• Determine details to support the main idea.	<ul style="list-style-type: none">• State a clear, focused main idea that previews the text effectively.• Organize ideas and concepts strategically to enhance clarity.	<ul style="list-style-type: none">• State a clear, focused main idea that examines a topic clearly and effectively.• Analyze complex information into a well-organized, coherent structure.

<ul style="list-style-type: none"> • Determine transitions between sentences. • Establish a formal tone with some errors in style or format. • Develop a conclusion that restates the main idea. • Determine a weak or missing introduction or conclusion and make revisions. • Determine areas where organization or supporting details could be improved. • Delete some irrelevant details. • Recognize where language is not precise throughout the text. • Identify style or tone throughout an informative text. • Determine where transition words or phrases may need to be corrected. 	<ul style="list-style-type: none"> • Determine relevant, concrete details to develop the main idea. • Apply transitions that clarify relationships between ideas and sections. • Maintain a consistent, formal style and objective tone throughout. • Create a relevant conclusion that aligns with the information presented. • Determine and revise the introduction or conclusion to clearly reflect the main idea. • Analyze the organization and supporting details, reorganizing and adding details to strengthen the argument or explanation. • Delete irrelevant details and strengthen the connection between ideas. • Adjust language to clarify meaning and be more precise. • Adjust tone and style to better suit the purpose and audience. • Determine and improve weak transitions, making the text flow more smoothly. 	<ul style="list-style-type: none"> • Analyze a variety of concrete details that deepen the development of the main idea. • Analyze the flow of the text and use strategic transitions to link ideas and sections smoothly. • Maintain a consistently formal and sophisticated tone. • Craft a conclusion that not only summarizes but also provides additional insight into the main idea or topic. • Evaluate the introduction and conclusion to clearly reflect the main argument, making them compelling and engaging. • Synthesize content and ideas to organize the text with strong supporting details and a logical structure that enhances clarity. • Delete all irrelevant details, ensuring that every piece of information supports the main idea. • Refine language throughout the text for precision and to avoid ambiguity. • Maintain consistent and sophisticated tone and style that align with the
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		<p>intended audience and purpose.</p> <ul style="list-style-type: none">• Enhance transitions, ensuring that they connect ideas and sections smoothly, making the text cohesive and fluid.
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Cluster: Text Types and Purposes

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

Standard: W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will use provided information to organize a narrative that engages and orients the reader by <ol style="list-style-type: none"> a. clearly establishing a situation and/or setting and/or point of view, b. introducing a narrator or character(s), c. logically organizing the narrative’s sequence of events, d. using dialogue and descriptions to develop the story, e. using transition words to manage the sequence of events and clarify relationships between actions in a text, f. using precise, concrete words and sensory details, and g. developing an appropriate closure that follows from the narrative. 2. The student will revise a narrative by <ol style="list-style-type: none"> a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or a point of view, b. identifying an improved organization, dialogue, and/or description, c. deleting details that are inconsistent with the rest of the narrative, d. using precise, concrete words and sensory details, and e. identifying a missing or weak conclusion. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> • Recognize a clearly established, simple setting, situation, or point of view. • Recognize a narrator and/or characters. • Determine a sequence of events in a narrative. 	<ul style="list-style-type: none"> • Clearly establish the setting, situation, and point of view. • Introduce dynamic or complex characters/narrators. • Logically organize the sequence of a narrative. 	<ul style="list-style-type: none"> • Integrate setting, situation, and point of view purposefully throughout the story. • Develop rich, multi-dimensional characters and relationships through dialogue, actions, and reflections.

<ul style="list-style-type: none"> • Identify dialogue or description to develop the narrative text. • Determine basic transitions to connect events. • Identify and/or explain concrete words or sensory details, though they may be limited. • Recognize a conclusion or ending of a narrative text. • Determine and correct a missing or basic introduction of setting, situation, or narrator. • Recognize and make small improvements to a narrative text’s organization, dialogue, and/or description. • Determine details that obviously do not fit the story’s flow. • Revise words for better clarity, but with mostly general word choice. • Identify and add a missing or underdeveloped conclusion. 	<ul style="list-style-type: none"> • Use dialogue and description strategically to develop characters and events. • Apply transitional words and phrases to clearly manage relationships and sequence. • Use precise words and sensory details to create vivid imagery. • Conclude the story with a thoughtful, relevant ending. • Analyze and improve the clarity and engagement of the introduction and point of view. • Analyze organization and revise event sequences for logical and smooth progression. • Enhance dialogue and description to deepen character and plot development. • Delete or revise inconsistent or distracting details for stronger narrative focus. • Improve word choice for precision and sensory effect. • Analyze the conclusion to reflect thoughtfully on the narrative’s events or theme. 	<ul style="list-style-type: none"> • Strategically organize events to build tension, advance plot, and enhance the theme. • Craft dialogue and description that reveal deeper character motivations and story layers. • Analyze transitions that enhance pacing and thematic links. • Employ precise, concrete words and layered sensory details to immerse the reader. • Provide a reflective closure that deepens the meaning of the narrative. • Evaluate needed improvements to the introduction and point of view for strong reader engagement. • Restructure event sequences or develop subplots to enhance narrative complexity and pacing. • Refine dialogue and description to reveal deeper layers of character motivation and setting atmosphere. • Evaluate and transform inconsistent or unnecessary details to maintain thematic focus.
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		<ul style="list-style-type: none">• Evaluate word choice for heightened sensory effect and tone consistency.• Craft a powerful, reflective conclusion that enriches the narrative's overall meaning.
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Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.8.10

Demonstrate command of the conventions of standard English grammar and usage when writing.

PLDs:

Evidence Statements
<ol style="list-style-type: none">1. New-to-grade conventions<ol style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">i. verbs in the active voice,ii. verbs in the passive voice,iii. verbs in the conditional mood,iv. verbs in the subjunctive mood,v. verbs in the indicative mood,vi. verbs in the imperative mood,vii. verbs in the interrogative mood,viii. verbals (gerunds, participles, infinitives), andix. inappropriate shifts in verb voice and mood.2. Conventions assessed across relevant grades<ol style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">i. subject-verb agreement,ii. pronoun-antecedent agreement,iii. complete sentences, sentence fragments, and run-on sentences,iv. frequently confused words (to/too/two, there/their),v. punctuation for effect,vi. inappropriate shifts in verb tense,vii. varying sentence patterns,viii. inappropriate shifts in pronoun number and person,ix. vague, ambiguous, or unclear pronoun references,x. misplaced modifiers, andxi. dangling modifiers.

Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> • Identify verb voice (active/passive) and basic verb moods in sentences (conditional, subjunctive, indicative, imperative, interrogative). • Apply correct usage of voice/mood in short, guided writing. • Recognize and use verbals (gerunds, participles, infinitives). • Edit for obvious or simple errors in voice/mood shifts. • Identify and apply basic grammar and usage rules in isolated sentences or short texts. • Correct common errors in sentence structure, agreement, and word usage with guidance or support. 	<ul style="list-style-type: none"> • Analyze shifts in verb voice (active/passive) and verb moods (conditional, subjunctive, indicative, imperative, interrogative) throughout all writing. • Edit multi-sentence texts to correct inconsistent or inappropriate verb voice or verb moods. • Apply verbals (gerunds, participles, infinitives) appropriately and edit usage throughout all writing. • Analyze the function of verbals within sentence structure and meaning. • Analyze writing for multiple types of grammatical errors, especially those that affect clarity, flow, and reader understanding. • Revise for consistency, variety, and accuracy across full paragraphs or multi-sentence texts. 	<ul style="list-style-type: none"> • Compose writing that uses voice correctly throughout the writing and uses multiple verb moods appropriately. • Analyze multi-sentence texts and correct inconsistent or inappropriate verb voice or verb moods. • Explain how verbals (gerunds, participles, infinitives) function. • Maintain consistent verb voice and mood. • Craft clear, grammatically accurate writing that effectively uses varied sentence structures and conventions. • Justify grammar choices and evaluate their own or others' writing for precision, clarity, and purpose.

Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.8.11

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

PLDs:

Evidence Statements		
<p>1. New-to-grade conventions</p> <ul style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of<ul style="list-style-type: none">i. commas to indicate a pause or break,ii. ellipses to indicate a pause, break, or omission, andiii. dashes to indicate a pause or break. <p>2. Conventions assessed across relevant grades</p> <ul style="list-style-type: none">a. The student will identify use, edit to correct, and/or edit for correct usage of<ul style="list-style-type: none">i. word(s) or phrase(s) to precisely convey ideas,ii. punctuation to separate items in a series,iii. commas to set off nonrestrictive or parenthetical elements,iv. parentheses to set off nonrestrictive or parenthetical elements, andv. dashes to set off nonrestrictive or parenthetical elements.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">• Identify when a pause or break in a sentence requires punctuation.• Use commas, ellipses, and dashes with sentence starters, interruptions, or trailing thoughts.• Demonstrate understanding of how to use punctuation and word choice to clarify meaning in basic sentence structures.	<ul style="list-style-type: none">• Analyze punctuation needed to indicate a pause, break, or omission.• Edit for clarity and tone by choosing among commas, ellipses, or dashes based on best functional use.• Revise sentences or texts for clarity, tone, and grammatical accuracy by choosing appropriate punctuation and precise vocabulary.	<ul style="list-style-type: none">• Evaluate the best punctuation choice to create a strong tone or effect in writing.• Evaluate multiple punctuation options for stylistic effect.• Intentionally apply punctuation and precise language in original writing to enhance voice, purpose, and reader understanding.