



ELA Target & Standard Performance Descriptors

Grade 8

This document aligns the **claims** and **targets** of the 2018–2019 Kansas Assessment Program (KAP) to the Kansas standards for English language arts. In addition, it illustrates how the state standards align to the performance level descriptors created for the assessment. Review how each standard is incorporated into the state assessment and the criteria that students must meet to demonstrate proficiency.

Targets are drawn from the standards, and under each target, you will find the connected standards. After each target, the goal Depth of Knowledge (DOK) is provided as a general reference for the projected maximum DOK of items.

Note: The 2020 KAP assessment design will focus on the language of Kansas standards. This document will be revised accordingly for the 2019–2020 school year.

Claim 1: Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).

Claim 2: Writing

Students can produce effective writing for a range of purposes and audiences.

On the Kansas summative assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for their grade level. For example, a student scoring in Level 2 can edit for subject-verb agreement in a short, simple stimulus while a student scoring in Level 4 can edit for subject-verb agreement throughout a longer, more complex stimulus.

Blueprint Summary

The table below summarizes the content of the KAP ELA assessment for 2019.

KAP ELA Blueprint Summary					
Domain	% of Test	Focus	Cluster	Standards	DOK
Reading	60–65%	Literary Texts (30–35%)	Key Ideas & Details	RL.1–3	2–3
			Craft & Structure	RL.4–6	2–3
			Language in Reading	RL.10–12	2–3
			Integration of Knowledge & Ideas	RL.7–9	3
		Informational Texts (30–35%)	Key Ideas & Details	RI.1–3	2–3
			Craft & Structure	RI.4–6	2–3
			Language in Reading	RI.10–12	2–3
			Integration of Knowledge & Ideas	RI.7–9	3
Writing	35–40%	N/A	Text Types & Purposes	W.1–4	2
			Language in Writing	W.10–12	1

Claim 1, Target 1

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

DOK 2

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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 2

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

DOK 2

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key events in a text.</p>	<p>Students can determine or summarize a theme or central idea presented in a text using supporting evidence and determine or summarize key events in a text using supporting evidence.</p>	<p>Students can analyze and summarize a theme or central idea presented in a text using supporting evidence and analyze and summarize key events in a text using supporting evidence.</p>

Claim 1, Target 3

Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

DOK 2

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.

RL.8.11: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

RL.8.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

SL.8.8: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 4

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).

DOK 3

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.

RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify details or evidence within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details within a text or texts that support that conclusion and inference.

Claim 1, Target 5

Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions, point of view) within or across texts.

DOK 3

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.

RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the use of literary elements within a text (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>	<p>Students can describe or compare the use of or the relationships between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>	<p>Students can analyze and compare the impact of the relationships between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>

Claim 1, Target 6

Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.

DOK 3

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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the overall structure of a text or the structure within a text.</p>	<p>Students can determine how the overall structure or the structure within a text impacts meaning.</p>	<p>Students can analyze how the overall structure or the structure within a text impacts meaning and analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</p>

Claim 1, Target 7

Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

DOK 3

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.

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.

RL.8.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can determine the meaning of figurative language used in context and the impact on meaning and tone, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

Claim 1, Target 8

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

DOK 2

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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 9

Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.

DOK 2

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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify a central idea or topic, supporting details, a key event, or a procedure in a text.</p>	<p>Students can determine or summarize a central idea, a topic, or subtopics in a text using supporting details; determine or summarize key events or a procedure in a text; and connect key details or steps in the correct order to support a central idea.</p>	<p>Students can analyze and summarize a central idea, a topic, and subtopics in a text using supporting details; analyze and summarize key events and a procedure in a text; and connect key details and steps in the correct order to support a central idea.</p>

Claim 1, Target 10

Determine intended or precise meanings of words, including domain-specific/tier 3 words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

DOK 2

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.

RI.8.11: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

RI.8.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

SL.8.8: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 11

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

DOK 3

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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.

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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify details or evidence within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details within a text or texts that support that conclusion and inference.

Claim 1, Target 12

Analyze or compare how information is presented within or across texts (e.g., events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.

DOK 3

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the interaction between elements of a text (e.g., events, people, ideas, and topics) within a text; and identify conflicting information within a text.</p>	<p>Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text; and determine how conflicting information reveals the author's purpose or point of view within a text.</p>	<p>Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two texts and analyze how conflicting information reveals the author's purpose or point of view within a text or across two texts.</p>

Claim 1, Target 13

Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation.

DOK 3

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.

RI.8.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify text structures and features (e.g., headings, formatting, and indices) and describe the function of text structures to organize text.</p>	<p>Students can describe how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning and interpret the impact of that structure on meaning.</p>	<p>Students can determine how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; and analyze the relationship between a text and other resources.</p>

Claim 1, Target 14

Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

DOK 3

RI.8.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can determine the meaning of figurative language used in context and the impact on meaning and tone, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

Claim 2, Target 1a

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence in narrative text (e.g., provide closure, introduce narrator, or use dialogue when describing an event).

DOK 2

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context or setting, introducing a narrator or character(s), organizing a narrative with a sequence of events, using common transition strategies to convey sequence, and providing a conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context, setting, or point of view; introducing a narrator and/or character(s); organizing a narrative with a logical sequence of events or experiences that unfold naturally; using intermediate transition strategies to convey sequence, signal time or setting shifts; and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support a central idea or topic.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context, setting, and point of view; introducing a narrator and character(s); organizing a narrative with a logical sequence of events and experiences that may include time shifts; using advanced transition strategies to convey sequence, establish pacing, and signal time or setting shifts based on understanding of the text; and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme.</p>

Claim 2, Target 1b

Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., provide closure, introduce narrator, or use dialogue when describing an event).

DOK 2

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to revise narratives that apply narrative techniques, such as including dialogue to convey events or experiences and including descriptive details and sensory language to convey events or experiences.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise narratives that apply narrative techniques, such as including dialogue to convey events or experiences, including descriptive details and sensory language to convey events or experiences, and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to revise complex narratives that apply narrative techniques, such as including dialogue to convey events and experiences, including descriptive details and sensory language to convey events and experiences, and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>

Claim 2, Target 3a

Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

DOK 2

W.8.2: Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing and stating a thesis, organizing ideas and concepts, using transitional strategies, and providing a conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically to structure writing (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; maintaining a consistent and appropriate tone; and providing a conclusion that follows from, is related to, or supports the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying and applying improved organizational elements, such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically to structure writing (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; maintaining a consistent and appropriate tone for the topic and audience; and providing a conclusion that follows from, is related to, and supports the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 3b

Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

DOK 2

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.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as identifying relevant, supporting evidence; using common/tier 1 and academic/tier 2 vocabulary; and deleting details that do not support the thesis.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as including or integrating relevant, supporting evidence (e.g., facts, definitions, concrete details, and quotations) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary; establishing a formal style, such as including appropriate sentence variety and complexity for audience and purpose; and deleting details that do not support the thesis.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex informational or explanatory texts by identifying and applying the best use of elaboration techniques, such as including and integrating relevant, supporting evidence (e.g., facts, definitions, concrete details, quotations, and paraphrased and cited statements) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary to clarify and expand ideas; establishing and maintaining a formal style, such as including appropriate sentence variety and complexity for audience and purpose; adding supporting visuals where appropriate; and deleting details that do not support the thesis.</p>

Claim 2, Target 6a

Demonstrate ability to apply a variety of strategies in texts that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a claim, organizing reasons and evidence to support claims, providing appropriate transitional strategies for coherence, using common/tier 1 vocabulary for the argument, and providing a conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, and evidence); using academic/tier 2 vocabulary appropriate for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying and applying improved organizational elements, such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, and evidence); using academic/tier 2 and domain-specific/tier 3 vocabulary appropriate for the argument and audience; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 6b

Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques, such as identifying relevant reasons to support claims, identifying relevant evidence to support reasons, and deleting details that do not support the claim.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques, such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims; acknowledging alternate or opposing claims; establishing a formal style and tone, such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex argumentative texts by identifying and applying the best use of elaboration techniques, such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims; addressing alternate and opposing claims; establishing and maintaining a formal style and tone, such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.</p>

Claim 2, Target 8

Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

DOK 1

W.8.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.10.a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

SL.8.8: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify and use the best grade-appropriate academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify and use concrete or sensory words or phrases to convey experiences or events in narrative writing; identify and use words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; and identify and use general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic.</p>	<p>Students can identify and use the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; identify the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose; and identify and use precise and concise general academic/tier 2 or domain-specific/tier 3 words or phrases to avoid repetition or wordiness.</p>	<p>Students can identify and use the best academic/tier 2 or grade-level or above domain-specific/tier 3 words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; identify and use the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, and states of being that are basic to a particular topic and specific to a writing purpose; identify and use precise and concise general academic/tier 2 or domain-specific/tier 3 words or phrases to avoid repetition or wordiness; and evaluate the effect of word choice on the audience in achieving a purpose.</p>

Claim 2, Target 9

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

DOK 1

W.8.10: Demonstrate command of the conventions of standard English grammar and usage when writing.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- c. Form and use verbs in the active and passive voice.
- d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- e. Recognize and correct inappropriate shifts in verb voice and mood.

W.8.11: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>	<p>Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>	<p>Students can apply and edit almost all grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>

<p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two</i>; <i>there/their</i>); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; identification of active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; identification of inappropriate shifts in verb voice and mood; corrections for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); and spelling of grade-appropriate words and may also include conventions from the previous two grades.</p>	<p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two</i>; <i>there/their</i>); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; identification of active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; identification of inappropriate shifts in verb voice and mood; corrections for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); and spelling of grade-appropriate words and may include conventions from the previous two grades.</p>	<p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two</i>; <i>there/their</i>); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; identification of and/or corrections for active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; corrections for inappropriate shifts in verb voice and mood; corrections for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); and spelling of grade-appropriate words and may include conventions from the previous two grades.</p>
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