

Achievement Level Descriptors for Grade 8 English Language Arts

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Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

ALDs show a *progression of knowledge and skills* for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		Beginning Learners do not yet	Developing Learners	Proficient Learners	Distinguished Learners
		demonstrate proficiency in the	demonstrate partial	demonstrate proficiency in the	demonstrate advanced
		knowledge and skills necessary	proficiency in the knowledge	knowledge and skills necessary	proficiency in the knowledge
		at this grade level/course of	and skills necessary at this	at this grade level/course of	and skills necessary at this
		learning, as specified in	grade level/course of learning,	learning, as specified in	grade level/course of learning,
		Georgia's content standards.	as specified in Georgia's	Georgia's content standards.	as specified in Georgia's
		The students need substantial	content standards. The	The students are prepared for	content standards. The
		academic support to be	students need additional	the next grade level or course	students are well prepared for
		prepared for the next grade	academic support to ensure	and are on track for <i>college and</i>	the next grade level or course
		level or course and to be on	success in the next grade level	career readiness.	and are well prepared for
		track for college and career	or course and to be on track for		college and career readiness.
		readiness.	college and career readiness.		
Range		A student who achieves at the	A student who achieves at the	A student who achieves at the	A student who achieves at the
		Beginning Learner level tends	Developing Learner level tends	Proficient Learner level reads	Distinguished Learner level
		to read and comprehend	to read and comprehend	and comprehends	reads and comprehends
		informational texts and	informational texts and	informational texts and	informational texts and
		literature that do not meet the	literature of low-to-moderate	literature of moderate-to-high	literature of high complexity
		demands of grade level texts	complexity and sometimes	complexity and is meeting the	and is meeting and often
		that would signal this student is	struggle to meet the demands	demands of grade level texts	exceeding the demands of
		on track for college and career	of grade level texts that would	that signal this student is on	grade level texts that clearly
		readiness and requires	signal this student is on track	track for college and career	signal this student is on track
		substantial instructional	for college and career readiness	readiness.	for college and career
		support to improve reading	and requires some instructional		readiness.
		skills.	support to enhance reading		
			skills.		
	8.RL.1	Cites textual evidence that	Cites examples of textual	Cites the textual evidence that	Cites the textual evidence that
		supports what the text says	evidence that support an	most strongly supports an	most strongly supports an in-
		explicitly.	analysis of what the text says	analysis of what the text says	depth analysis of the text and
			explicitly and support basic	explicitly and supports	supports complex inferences
			inferences drawn from the text.	inferences drawn from the text.	drawn from the text.
	8.RL.2	Identifies a theme or central	Identifies a theme or central	Determines a theme or central	Determines a complex theme
		idea of a text; identifies	idea of a text; analyzes	idea of a text and analyzes its	or central idea and analyzes its
		characters, setting, and plot;	characters, setting, and plot;	development over the course of	development over the course
		and provides a summary of the	and provides an objective	a text, including its relationship	of a text; assesses its
		text.	summary of the text.	to the characters, setting, and	relationship to the narrative
					elements; and provides a

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			plot, and provides an objective summary of the text.	thorough, objective summary of the text.
8.RL.3	Identifies lines of dialogue or incidents in a story or drama that propel the action and reveal basic aspects of the character.	Explains how specific lines of dialogue or incidents in a story or drama propel the action and reveal some aspects of the character.	Analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.	Analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal complex aspects of the character, or provoke a decision.
8.RL.4	Determines the denotative meaning of some words and phrases with explicit textual support (e.g., context clues, embedded definitions).	Determines the meanings, including figurative and connotative meanings, of words and phrases with textual support (e.g., context clues, embedded definitions) and analyzes the impact of some specific word choices on meaning and tone, including analogies or allusions to other texts.	Determines the meanings, including figurative and connotative meanings, of words and phrases and analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Evaluates the effect of words and phrases, including figurative and connotative meanings, and analyzes and evaluates the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RL.5	Makes comparisons between the content of two texts.	Compares and contrasts the structure of two texts, describing the connection to their meaning and style.	Compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	Thoroughly compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style and assessing their effectiveness.
8.RL.6	Explains how differences in the points of view of the characters or the reader affect the text.	Analyzes how differences in the points of view of the main characters or the reader affect the text and identifies suspense or humor in the text.	Analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.	Analyzes how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor and evaluates their effect on the text.
8.RL.7	Indicates the section of a film of a story or drama that stays faithful to or departs from the text or script.	Explains the extent to which a film of a story or drama stays faithful to or departs from the text or script, identifying how	Analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the	Analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the

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			differences made by the	choices made by the director or	choices made by the director
			director or actors affect	actors.	or actors and proposing
			meaning.		alternate ideas.
	8.RL.8	N/A	N/A	N/A	N/A
	8.RL.9	Establishes how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works.	Establishes how a modern work of fiction draws on explicit themes, events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.	Analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.	Cites specific textual evidence to support an analysis and evaluation of how a modern work of fiction draws on inferential themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.
	8.RI.1	Identifies textual evidence to support an analysis of what the text says explicitly.	Identifies examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	Identifies and cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Identifies and cites the textual evidence that most strongly supports an extensive analysis of the text as well as complex inferences drawn from the text.
	8.RI.2	Identifies a central idea of a text and provides a retelling of the text.	Identifies a central idea of a text and attempts to follow its development over the course of a text and provides a simple, objective summary of the text.	Determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas, and provides an objective summary of the text.	Determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; assesses the strength of each supporting idea; and provides a thorough, objective summary of the text.
	8.RI.3	Explains how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons).	Interprets how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through categories).	Analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through analogies).	Evaluates how a text makes connections among and distinctions between individuals, ideas, or events and their impact on the text.
	8.RI.4	Determines the literal meaning of words and phrases as they are used in a text, with textual support (e.g., context clues, embedded definitions), and	Determines the meanings, including common figurative, connotative, and technical meanings, of words and phrases as they are used in a	Determines the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a	Interprets the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a

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	identifies the effect of basic specific word choices on meaning and tone.	text with textual support (e.g., context clues, embedded definitions) and explains the impact of specific word choices	text and analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other	text and evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or
		on meaning and tone, including analogies or allusions to other texts.	texts.	allusions to other texts.
8.RI.5	Explains the basic structure of a specific paragraph in a text and describes the role of particular sentences in creating that structure.	Determines the general structure of a specific paragraph in a text and describes the role of particular sentences in developing a key concept.	Analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Classifies the rhetorical effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing, refining, and communicating a key concept.
8.RI.6	Identifies an author's point of view or purpose in a text and provides basic examples where the author acknowledges or responds to conflicting evidence or viewpoints.	Determines an author's point of view or purpose in a text and explains how the author acknowledges and responds to conflicting evidence or viewpoints.	Identifies an author's point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzes and evaluates an author's point of view or purpose in a text and evaluates the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RI.7	Identifies an explicit topic or idea presented in two different media (e.g., print or digital text, video, multimedia).	Compares and contrasts the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea.	Evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Assesses the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea, providing specific details and evidence to support the evaluation.
8.RI.8	Determines the basic argument and claims in a text, describing the evidence used to support the claims.	Delineates and evaluates the argument and specific claims in a text, assessing whether the evidence is relevant.	Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognizes when irrelevant evidence is introduced.	Classifies and evaluates the argument and specific claims in a text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient, and recognizes when irrelevant

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				evidence is introduced and
				justifies reasoning.
8.RI.9	Identifies a case in which two	Identifies a case in which two	Analyzes a case in which two or	Analyzes a case in which two
	texts provide conflicting	texts provide conflicting	more texts provide conflicting	or more texts provide
	information on the same topic	information on the same topic	information on the same topic	conflicting information on the
	and attempts to identify where	and identifies where the texts	and identifies where the texts	same topic and identifies
	the texts disagree.	disagree on matters of fact.	disagree on matters of fact or	where the texts disagree on
			interpretation.	matters of fact or
				interpretation, assessing the
				strength or reliability of each.
8.W.1	Attempts to write basic	Writes general arguments to	Writes arguments to support a	Writes conclusive arguments
	arguments to support a claim	support a claim with reasons	claim with clear reasons and	to support a claim with clear
	with reasons:	and evidence:	relevant evidence:	reasons and analysis of
	a. Introduces the claim and	a. Introduces the claim and	a. Introduces the claim,	relevant evidence:
	organizes reasons and	organizes the reasons and	acknowledges and distinguishes	a. Introduces the claim,
	evidence.	evidence logically with minor	the claim from alternate or	acknowledges and
	b. Supports the claim with	errors.	opposing claims, and organizes	distinguishes the claim from
	evidence and demonstrates a	b. Supports the claim with	the reasons and evidence	alternate or opposing claims,
	basic understanding of the	uneven reasoning and	logically.	evaluates their validity, and
	topic or text.	evidence, using few sources	b. Supports the claim with	organizes the reasons and
	c. Attempts to use transitions	and demonstrating an	logical reasoning and relevant	evidence logically.
	to link the claim with reasons.	understanding of the topic or	evidence, using accurate,	b. Supports the claim with a
	d. Attempts to establish a	text.	credible sources and	clear position based on logical
	formal style.	c. Uses words, phrases, and	demonstrating an	reasoning and relevant
	e. Provides a concluding	clauses to clarify the	understanding of the topic or	evidence using accurate,
	statement.	relationships among the claim,	text.	credible sources and
		reasons, and evidence.	c. Uses words, phrases, and	demonstrating a profound
		d. Establishes a formal style	clauses to create cohesion and	understanding of the topic or
		with minor errors.	clarify the relationships among	text.
		e. Provides a concluding	the claim, counterclaims,	c. Precisely uses a variety of
		statement or section that	reasons, and evidence.	words, phrases, and clauses to
		supports the argument	d. Establishes and maintains a	create cohesion and clarify the
		presented.	formal style.	relationships among the claim,
			e. Provides a concluding	counterclaims, reasons, and
			statement or section that	evidence.
			follows from and supports the	d. Establishes and maintains a
			argument presented.	formal style throughout the
				entire piece of writing.
				e. Provides a compelling
				concluding statement or

				section that follows from and
				supports the argument
				presented.
8.W.2	Attempts to write	Writes general	Writes informative/explanatory	Writes precise
	informative/explanatory texts	informative/explanatory texts	texts to examine a topic and	informative/explanatory texts
	to examine a topic and convey	to examine a topic and convey	convey ideas, concepts, and	to examine a topic and convey
	information through the	ideas and information through	information through the	ideas, concepts, and
	selection and organization of	the selection and organization	selection, organization, and	information through the
	information.	of relevant content.	analysis of relevant content.	selection, organization, and
	a. Introduces a topic, organizes	a. Introduces a topic, organizes	a. Introduces a topic clearly,	analysis of relevant content.
	ideas into categories, and	ideas and information into	previewing what is to follow;	a. Clearly and concisely
	attempts to include formatting	broader categories, and	organizes ideas, concepts, and	introduces a topic, previewing
	(e.g., headings) and graphics	includes some formatting (e.g.,	information into broader	what is to follow; seamlessly
	(e.g., charts, tables).	headings), graphics (e.g., charts,	categories; and includes	organizes ideas, concepts, and
	b. Develops the topic with	tables), and multimedia.	formatting (e.g., headings),	information into broader
	relevant facts or other	b. Develops the topic with	graphics (e.g., charts, tables),	categories; and includes
	information and examples.	relevant facts, definitions, or	and multimedia when useful to	various formatting (e.g.,
	c. Attempts to use appropriate	other information and	aiding comprehension.	headings), graphics (e.g.,
	transitions.	examples.	b. Develops the topic with	charts, tables), and multimedia
	d. Uses appropriate language to	c. Uses appropriate transitions	relevant, well-chosen facts,	when useful to aiding
	inform about or explain the	to clarify the relationships	definitions, concrete details,	comprehension.
	topic.	among ideas and concepts.	quotations, or other	b. Develops the topic with
	e. Attempts to establish a	d. Uses clear language to	information and examples.	relevant, well-chosen facts,
	formal style.	inform about or explain the	c. Uses appropriate and varied	definitions, concrete details,
	f. Provides a concluding	topic.	transitions to create cohesion	quotations, or other
	statement.	e. Establishes a formal style.	and clarify the relationships	information and examples
		f. Provides a concluding	among ideas and concepts.	from reliable sources.
		statement or section that	d. Uses precise language and	c. Uses a variety of appropriate
		follows from and supports the	domain-specific vocabulary to	transitions to create cohesion
		information presented.	inform about or explain the	and clarify the relationships
			topic.	among ideas and concepts and
			e. Establishes and maintains a	allow the information to flow.
			formal style.	d. Uses precise language and
			f. Provides a concluding	domain-specific vocabulary to
			statement or section that	eloquently inform about or
			follows from and supports the	explain the topic.
			information or explanation	e. Establishes and maintains a
			presented.	formal style throughout the
				piece of writing.
				f. Provides a compelling

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				concluding statement or
				section that follows from and
				supports the information or
				explanation presented.
8.W.3	Attempts to write narratives to	Writes general narratives to	Writes narratives to develop	Writes descriptive narratives
	develop real or imagined	develop real or imagined	real or imagined experiences or	to develop real or imagined
	experiences or events using	experiences or events using	events using effective	experiences or events using
	details and event sequences.	relevant descriptive details and	technique, relevant descriptive	effective technique, relevant
	a. Engages the reader by	event sequences.	details, and well-structured	descriptive details, and well-
	establishing a point of view and	a. Engages the reader by	event sequences.	structured event sequences.
	introducing a narrator and/or	establishing a context and point	a. Engages and orients the	a. Engages and orients the
	characters and organizes a	of view and introducing a	reader by establishing a context	reader by establishing a
	basic event sequence.	narrator and/or characters and	and point of view and	context and clear point of view
	b. Uses dialogue and	organizes an event sequence	introducing a narrator and/or	and introducing a narrator
	description to develop	that unfolds naturally.	characters and organizes an	and/or characters and
	experiences, events, and/or	b. Uses narrative techniques,	event sequence that unfolds	organizes a complex event
	characters.	such as dialogue, description,	naturally and logically.	sequence that unfolds
	c. Attempts to use transition	and reflection, to develop	b. Uses narrative techniques,	naturally and logically.
	words to convey sequence and	experiences, events, and/or	such as dialogue, pacing,	b. Expertly uses narrative
	show the relationships among	characters.	description, and reflection, to	techniques, such as dialogue,
	experiences and events.	c. Uses transition words and	develop experiences, events,	pacing, description, and
	d. Uses words, phrases, and	phrases to convey sequence	and/or characters.	reflection, to develop
	relevant descriptive details to	and show the relationships	c. Uses a variety of transition	experiences, events, and/or
	explain the action and convey	among experiences and events.	words, phrases, and clauses to	characters.
	experiences and events.	d. Uses specific words and	convey sequence, signal shifts	c. Uses a wide variety of
	e. Provides a conclusion.	phrases, relevant descriptive	from one time frame or setting	transition words, phrases, and
		details, and sensory language to	to another, and show the	clauses to convey sequence,
		capture the action and convey	relationships among	signal shifts from one time
		experiences and events.	experiences and events.	frame or setting to another,
		e. Provides a conclusion that	d. Uses precise words and	and show the relationships
		follows from the narrated	phrases, relevant descriptive	among experiences and
		experiences or events.	details, and sensory language to	events.
			capture the action and convey	d. Uses precise words and
			experiences and events.	phrases, relevant descriptive
			e. Provides a conclusion that	details, and sensory language
			follows from and reflects on the	to clearly capture the action
			narrated experiences or events.	and convey experiences and
				events.
				e. Provides a compelling
				conclusion that follows from

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					and reflects on the narrated
					experiences or events.
	8.W.4	Produces writing in which the	Produces writing in which the	Produces clear and coherent	Produces effective writing in
		development, organization, and	development, organization, and	writing in which development,	which the development,
		style are inadequate to tasks,	style are incomplete or	organization, and style are	organization, and style are
		purposes, and audiences.	inadequate to tasks, purposes,	appropriate to tasks, purposes,	complete and appropriate to
			and audiences.	and audiences.	tasks, purposes, and
					audiences.
	8.W.5	With guidance and support	With guidance and support	With minimal guidance and	With support from peers and
		from peers and adults,	from peers and adults,	support from peers and adults,	adults, develops, elaborates
		strengthens writing as needed	develops and strengthens	develops and strengthens	on, and strengthens writing as
		by planning, revising, and	writing by planning, revising,	writing as needed by planning,	needed by using strategic
		editing.	editing, and rewriting, taking	revising, editing, rewriting, or	planning, concise revising,
			into consideration how well	trying a new approach, focusing	accurate editing and rewriting,
			purpose and audience have	on how well purpose and	and trying new approaches,
			been addressed.	audience have been addressed.	focusing on how well purpose
					and audience have been
					addressed.
	8.W.6	Uses technology, including the	Uses technology, including the	Uses technology, including the	Uses technology, including the
		Internet, to produce and	Internet, to produce and	Internet, to produce and	Internet, to produce and
		publish writing and to interact	publish writing, which may	publish writing and present the	publish effective or creative
		with others.	present the relationship	relationships between	writing and present the
			between information and ideas	information and ideas	relationships between
			incompletely, as well as to	completely as well as to	information and ideas
			interact with others.	interact and collaborate with	effectively as well as to
				others.	effectively interact and
					collaborate with others.
	8.W.7	Conducts short research	Conducts short research	Conducts short research	Conducts short research
		projects to answer a question,	projects to answer a question,	projects to answer a question,	projects to answer a question,
		drawing on a source.	drawing on a few sources and	drawing on several sources and	drawing on several reliable
			attempting to generate	generating additional related,	sources and generating
			additional related questions.	focused questions for further	additional related, focused,
				research and investigation.	higher-level questions for
					further research and
					investigation.
	8.W.8	Gathers information from print	Gathers information from	Gathers relevant information	Gathers relevant and
		and/or digital sources,	multiple print and digital	from multiple print and digital	important information from
		attempting to use search terms,	sources, using search terms;	sources, using search terms	multiple print and digital
		and assesses the accuracy of	assesses the accuracy of each	effectively; assesses the	sources, using search terms

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		each source while avoiding plagiarism.	source; and paraphrases the conclusions of others while avoiding plagiarism and attempting to follow a standard format for citation.	credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	effectively; evaluates and analyzes the credibility and accuracy of each source; and quotes or precisely paraphrases the data and conclusions of others while avoiding plagiarism and always following a standard format for citation.
	8.L.1	Demonstrates understanding of the basic conventions of standard English grammar and usage when writing or speaking: a. Identifies the function of verbals (gerunds, participles, infinitives) in general. b. Forms and uses verbs in the active and passive voice. c. With assistance, forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Attempts to recognize and correct some basic inappropriate shifts in verb voice and mood.	Demonstrates a general understanding of the conventions of standard English grammar and usage when writing or speaking: a. Describes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Forms and uses verbs in the active and passive voice. c. With minimal assistance, forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognizes and corrects some general inappropriate shifts in verb voice and mood.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. Explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Forms and uses verbs in the active and passive voice. c. Forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognizes and corrects inappropriate shifts in verb voice and mood.	Demonstrates a consistent, strong command of the conventions of standard English grammar and usage when writing or speaking: a. With accuracy, explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Consistently forms and uses verbs in the active and passive voice. c. Consistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Consistently recognizes and corrects inappropriate shifts in verb voice and mood.
	8.L.2	Demonstrates some awareness of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Attempts to use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Inconsistently uses an ellipsis	Demonstrates understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing: a. Usually uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Sometimes uses an ellipsis to	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Uses an ellipsis to indicate an omission. c. Spells correctly.	Demonstrates a consistent, strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Expertly uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Consistently uses an ellipsis

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	to indicate an omission.	indicate an omission.		to indicate an omission.
	c. Attempts to spell correctly.	c. Generally spells correctly.		c. Consistently spells correctly.
8.L.3	Attempts to apply the basic	Demonstrates basic knowledge	Uses knowledge of language	Uses extensive knowledge of
	conventions of language when	of language and its conventions	and its conventions when	language and its conventions
	writing, speaking, reading, or	when writing, speaking,	writing, speaking, reading, or	when writing, speaking,
	listening: attempts to use verbs	reading, or listening: sometimes	listening: uses verbs in the	reading, or listening:
	in the active and passive voice	uses verbs in the active and	active and passive voice and in	consistently uses verbs in the
	and in the conditional and	passive voice and in the	the conditional and subjunctive	active and passive voice and in
	subjunctive mood to achieve	conditional and subjunctive	mood to achieve particular	the conditional and
	particular effects (e.g.,	mood to achieve particular	effects (e.g., emphasizing the	subjunctive mood to achieve
	emphasizing the actor or the	effects (e.g., emphasizing the	actor or the action; expressing	particular effects (e.g.,
	action; expressing uncertainty	actor or the action; expressing	uncertainty or describing a	emphasizing the actor or the
	or describing a state contrary to	uncertainty or describing a	state contrary to fact).	action; expressing uncertainty
	fact).	state contrary to fact).		or describing a state contrary
				to fact).
8.L.4	Attempts to determine or	Determines or clarifies the	Determines or clarifies the	Expertly determines or clarifies
	clarify the meaning of multiple-	meaning of general unknown	meaning of unknown and	the meaning of unknown and
	meaning words or phrases, with	and multiple-meaning words or	multiple-meaning words or	multiple-meaning words or
	textual support (e.g., context	phrases, choosing flexibly from	phrases, choosing flexibly from	phrases, choosing flexibly from
	clues, embedded definitions),	a range of strategies:	a range of strategies:	a range of strategies:
	choosing flexibly from a range	a. Uses basic context (e.g., the	a. Uses context (e.g., the overall	a. Consistently uses context
	of strategies:	overall meaning of a sentence	meaning of a sentence or	(e.g., the overall meaning of a
	a. Attempts to use context (e.g.,	or paragraph; a word's position	paragraph; a word's position or	sentence or paragraph; a
	the overall meaning of a	or function in a sentence) as a	function in a sentence) as a clue	word's position or function in a
	sentence or paragraph; a	clue to the meaning of a word	to the meaning of a word or	sentence) as a clue to the
	word's position or function in a	or phrase.	phrase.	meaning of a word or phrase.
	sentence) as a clue to the	b. Uses common, basic Greek or	b. Uses less common, grade-	b. Consistently uses less
	meaning of a word or phrase.	Latin affixes and roots as clues	appropriate Greek or Latin	common, grade-appropriate
	b. Attempts to use common,	to the meaning of a word (e.g.,	affixes and roots as clues to the	Greek or Latin affixes and roots
	basic Greek or Latin affixes and	recede).	meaning of a word (e.g.,	as clues to the meaning of a
	roots as clues to the meaning of	c. Consults provided general	secede).	word.
	a word (e.g., precede).	reference materials (e.g.,	c. Consults provided general	c. Expertly consults provided
	c. Consults provided general	dictionaries, glossaries,	and specialized reference	general and specialized
	reference materials (e.g.,	thesauruses), both print and	materials (e.g., dictionaries,	reference materials (e.g.,
	dictionaries, glossaries), both	digital, to find the	glossaries, thesauruses), both	dictionaries, glossaries,
	print and digital, to find the	pronunciation of a word or	print and digital, to find the	thesauruses), both print and
	pronunciation of a basic word	determine or clarify its precise	pronunciation of a word or	digital, to find the
	or determine or clarify its	meaning or its part of speech.	determine or clarify its precise	pronunciation of a word or
	precise meaning or its part of		meaning or its part of speech.	determine or clarify its precise
	speech.			meaning or its part of speech.

8.L.5	Demonstrates an	Demonstrates an	Domonstratos understandina of	Demonstrates a solid
0.L.3			Demonstrates understanding of	
	understanding of basic, familiar	understanding of familiar	figurative language, word	understanding of figurative
	figurative language, word	figurative language, word	relationships, and nuances in	language, word relationships,
	relationships, and nuances in	relationships, and nuances in	word meanings:	and nuances in word
	word meanings:	word meanings:	a. Interprets more abstract	meanings:
	a. Identifies common figures of	a. Interprets some common	figures of speech (e.g., verbal	a. Interprets more abstract
	speech (e.g., verbal irony, puns)	figures of speech (e.g., verbal	irony, puns) in context.	figures of speech (e.g., verbal
	in context.	irony, puns) in context.	b. Uses the relationship	irony, puns) in context.
	b. Attempts to use the	b. Uses the relationship	between particular words to	b. Uses the relationship
	relationship between particular	between some words to better	better understand each of the	between particular words to
	basic words to better	understand each of the words.	words.	develop a more thorough and
	understand each of the words.	c. Distinguishes among the	c. Distinguishes among the	better understanding of each
	c. Attempts to distinguish	connotations (associations) of	connotations (associations) of	of the words.
	among the connotations	some words with similar	words with similar denotations	c. Distinguishes and assesses
	(associations) of some simple	denotations (definitions) (e.g.,	(definitions) (e.g., bullheaded,	the connotations (associations)
	words with similar denotations	bullheaded, willful, firm,	willful, firm, persistent,	of words with similar
	(definitions) (e.g., bullheaded,	persistent, resolute).	resolute).	denotations (definitions) (e.g.,
	willful, firm, persistent,			bullheaded, willful, firm,
	resolute).			persistent, resolute).
8.L.6	Uses general, academic, and	Acquires and uses some grade-	Acquires and accurately uses	Acquires and accurately uses
	domain-specific words and	appropriate general, academic,	grade-appropriate general,	above-grade general,
	phrases and gathers vocabulary	and domain-specific words and	academic, and domain-specific	academic, and domain-specific
	knowledge when considering a	phrases and gathers vocabulary	words and phrases and gathers	words and phrases and gathers
	word or phrase important to	knowledge when considering a	vocabulary knowledge when	and uses vocabulary
	comprehension or expression.	word or phrase important to	considering a word or phrase	knowledge when considering a
		comprehension or expression.	important to comprehension or	word or phrase important to
		,	expression.	comprehension or expression.
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