# Grade Level Skills: Eighth Grade
## Literature/Informational Texts

### RL/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.

- Give examples of specific text references to support conclusions.
- Draw inferences in support of assertions/thesis.
- Choose specific text references in support of conclusions.
- Evaluate text references that demonstrate explicit support.
- Write an informal response to interpret the text.
- Identify strong evidence of inferences.

### RL/RI.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.

- Describe and list key events.
- Summarize using key ideas and details.
- Identify and explain theme.
- Analyze key events and how they relate to the theme.

### 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.

- Locate text evidence that reveals character development (through dialogue or events).
- Recognize key events and dialogue to predict character actions.
- Compare and contrast predictions.
- Justify character change using text evidence.

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

- Identify the connections and distinctions between characters and/or events.

### RL/RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative/technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- List specific word or phrases that support tone.
<table>
<thead>
<tr>
<th>RL.8.5</th>
<th>RI.8.5</th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
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<td><strong>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.</strong></td>
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<tr>
<td>• Identify differences in text structure: poetry, short story, drama, and/or non-fiction.</td>
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<td>• Generalize author’s intention of structure. Interpret text structure and how it supports author’s purpose.</td>
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<td>• Recognize and describe structure of the text. Determine how structure increases comprehension.</td>
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<tr>
<td><strong>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.</strong></td>
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<td><strong>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.</strong></td>
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<tr>
<td>• Recognize dramatic irony.</td>
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<td>• Identify point of view (1st person, 2nd person, omniscient).</td>
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<td>• Evaluate the impact of point of view on author’s purpose.</td>
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<tr>
<td>• Recognize author’s purpose or point of view.</td>
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<tr>
<td>• Determine author’s purpose.</td>
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<td>• Identify conflicting positions.</td>
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<td>• Evaluate point of view on author’s purpose.</td>
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<td>• Conclude how the author responds to conflicting evidence.</td>
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<th>RL.8.7</th>
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<tr>
<td><strong>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</strong></td>
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<td><strong>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</strong></td>
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<td>• Critique the audio, filmed, staged, or multimedia version of the text with the written version.</td>
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<td>• Describe the advantages and disadvantages of various mediums.</td>
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<td>• Recognize how the choice of medium</td>
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<tr>
<td><strong>RI.8.8</strong></td>
<td><strong>RI.8.9</strong></td>
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<td>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.</td>
<td>Determine the author’s claim in a text.</td>
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<td>Evaluate how delivery of different mediums impacts understanding of content.</td>
<td>Identify the reasoning and evidence of the author’s claim(s) in the text.</td>
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<td>Recognize when irrelevant evidence is introduced.</td>
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<td>Break down the reasoning and evidence to determine if support sufficiently reinforces the authors’ claim(s).</td>
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<td>Justify relevant vs. irrelevant information.</td>
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<td><strong>RL/RI.8.10</strong></td>
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<td>By the end of the year, read and comprehend literature, including stories, dramas, and poems at the end of grades 6-8 text complexity band independently and proficiency.</td>
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<td>Demonstrate engaged reading in fiction and non-fiction.</td>
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<td>Apply process of engaged reading to a story, drama, and/or poem.</td>
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## Writing

### 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.

- Distinguish claims, reasons, and evidence.
- Outline/List evidence, and sources related to the argument.
- Discover claims, reasons, counterclaims, and/or evidence that have commonalities.
- Translate organized evidence into a formal outline.
- Recognize main argument and plan a concluding statement based on the thesis/topic sentence.
- Write essay with reasons and evidence in a paragraph format.
- Write essay using evidence with accurate citations and counterclaims.
- Write essay with claims, reasons, and evidence.
- Write essay using formal language.
- Write essay that has a concluding statement to paraphrase the argument.

### 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

### 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,
- Identify key ideas and produce an outline/model to organize information addressing broad categories.
- Identify relevant details well-chosen facts that will support the topic.
- Identify varied transitions that create cohesion among ideas and concepts.
- Recognize necessary language and vocabulary to support the topic.
- Translate organized evidence into a formal outline.
- Recognize topic and plan a concluding statement based on the thesis/topic sentence.
- Write an introductory paragraph to introduce the topic.
- Write supporting paragraphs that support and elaborate on the topic.
- Using varied transitions, write paragraphs that show cohesion and relationships among ideas.
- Write essay using specific language and vocabulary to clarify the topic.
- Write an essay using formal language.
- Write essay that has a concluding statement to paraphrase the

- Identify point of view, characters, and logical sequence of events (plot).
- Identify areas where dialogue, descriptions, and reflection added to narrative.
- Select a variety of transition words, phrases, and clauses to reveal relationships among experiences and events.
- Select precise vocabulary to add to events.
- Match a conclusion with the events in the narrative.
- Write a narrative with clear point of view, developed characters, and events that are ordered logically.
- Write a narrative using dialogue, descriptions and reflection to add to the narrative.
- Write a narrative that clearly shows time sequence and relationships among events.
- Write a narrative that paints a picture in the reader’s mind with vivid details.
- Write a narrative that provides closure for the events

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<th>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.</th>
<th>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.</th>
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<td>W.8.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
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<td>W.8.5</td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8).</td>
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<td>W.8.6</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
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<td>W.8.7</td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
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<td>Use technology to gather information and work cooperatively with peers to produce writing.</td>
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<td>Prioritize and generate information to effectively publish and cite a piece of writing.</td>
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<td>Locate multiple sources that apply to given assignment.</td>
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<td>Write grade-appropriate research essay that has options for further exploration.</td>
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<td>Outline and research several sources to explore focused questions.</td>
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<td>Formulate questions as a result of previous exploration for research.</td>
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<td>W.8.8</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following the standard format for citation.</td>
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<td>W.8.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>a. Apply grade 8 Reading standards to literature (e.g., “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 materials are rendered new”).</td>
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|       | b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).

| Find sources for given assignment. | Use evidence from various texts to support assertions and generalizations. |
| Select and analyze sources that address research assignment. | Apply reading skills to support literary analysis |
| Avoiding plagiarism, write essay using proper citations and references. | See Reading Standards. |

**W.8.10**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Identify the type of writing necessary for the given task.
- Generate a piece of writing for the given task while considering the purpose and audience.
- Practice writing for a variety of purposes over an extended period of time.
- Identify specific tasks, purposes and audiences in essays.

**Listening**

**SL.8.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Express ideas with clarity while being in a collegial discussion.
- Interpret the text to support student position.
- Prepare with textual evident to support student position.

**SL.8.1a**
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- Give examples of specific textual evidence to support analysis of technical text.
- Summarize relevant evidence to support analysis.
- Examine text and discuss the relevant facts given.
- Identify strong evidence in text.

**SL.8.1b**
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Express ideas with clarity while being in a collegial discussion
- Design a timeline for task completion.

**SL.8.1c**
Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- Express ideas with clarity while being in a collegial discussion.

**SL.8.1d**
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Recognize information expressed by others.
- Justify views based on evidence.

**SL.8.2**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Identify motives of diverse media formats.
- Analyze and evaluate motives of presentation.

**SL.8.3**
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Interpret logical and illogical evidence.
- Differentiate between relevant and irrelevant facts.
- Summarize reasoning, relevance and sufficiency of evidence.

**SL.8.4**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Demonstrate appropriate listening and speaking skills.
- Generate presentations including relevant evidence and logical support.
- Plan and present oral presentation using appropriate skills.
**SL.8.5**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- Use multimedia tools to clarify information.
- Compose multimedia presentation to strengthen claims/evidence.

**SL.8.6**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Prepare speech with formal English standards.
- Consider target audience.
- Revise and produce speech for target audience.

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### Language

**L.8.1a-d**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

- Identify verbals in speaking and writing.
- Produce an essay identifying verbals and using appropriate shifts in voice and mood.

**L.8.2a-c**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

- Construct written samples using appropriate punctuation and spelling.
- Formulate essay/paragraph using appropriate punctuation and spelling.

**L.8.3-a**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and 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.

- Write a paragraph using appropriate conventions.
- Differentiate various forms of verbs.
- Practice word attack skills in a variety of genres.
- Interpret Greek/Latin word parts to determine a word's meaning.
- Generate word meaning utilizing print and digital resources.
- Practice word attack skills in a variety of genres.

**L.8.4**

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

- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- Practice word attack skills in a variety of genres.
- Interpret Greek/Latin word parts to determine a word's meaning.
- Generate word meaning utilizing print and digital resources.

**L.8.5a-c**

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

- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

- Classify and categorize various forms of figurative language.
- Construct writing utilizing appropriate forms of figurative language.

**L.8.6**

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

- Recognize grade appropriate words and phrases.
- Construct essay(s) works using domain specific writing.
### History/Reading

**RH.6-8.1**
Cite specific textual evidence to support analysis of primary and secondary sources.

- Give examples of specific text references.
- Identify primary and secondary sources.
- Select relevant evidence from primary and secondary sources.

**RH.6-8.2**
Determine the central ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- Identify central idea using primary sources.
- Identify central idea using secondary sources.
- Give examples of specific text references to support central idea.
- Summarize central idea using primary and secondary sources.

**RH.6-8.3**
Identify key steps in a text description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

- State key steps of a process.
- Describe steps of a process.
- Diagram steps of a process.

**RH.6-8.4**
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Identify unknown words (technical words) in text.
- Verify the meaning of a technical word by referring back to text. Compose responses, both oral and written, showing a deeper understanding of technical terms.

**RH.6-8.5**
Describe how a text presents information (e.g., sequentially, comparatively, causally).

- Recognize and describe structure of the text.
- Determine how structure increases comprehension.

**RH.6-8.6**
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- Recognize author’s purpose or point of view.
- Determine author’s purpose.
- Identify conflicting positions.
- Recognize where an author includes or avoids particular facts.
- Evaluate point of view on author’s purpose.
- Conclude how the author responds to conflicting evidence.
- Formulate an opinion based on textual evidence.

**RH.6-8.7**
Integrate visual information (e.g. Charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Explain information from digital resources: maps, graphs, charts, etc.
- Construct visual representations of provided data and/or information.

**RH.6-8.8**
Distinguish among fact, opinion, and reasoned judgment in a text.

- Distinguish the difference between fact and opinion.
- Defend a reasoned judgment using textual references.
- Compose a reasoned judgment supported by text.

**RH.6-8.9**
Analyze the relationship between a primary and secondary source on the same topic.

- Recognize similarities and differences between information provided in primary and secondary sources.
- Compare and contrast information provided in primary and secondary sources.

**RH.6-8.10**
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

- Apply active reading strategies to history/social studies text.
- Comprehend history/social studies text using active reading.

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**Reading in Science and Technical Subjects**

**RST.6-8.1**
Cite specific textual evidence to support analysis of science and technical texts.

- Give examples of specific textual evidence to support analysis of technical text.
- Summarize relevant evidence to support analysis.

**RST.6-8.2**
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- Recognize the difference between prior knowledge and textbook content.
- Give examples of specific text evidence to support central ideas.
- Summarize central idea using specific text evidence.

**RST.6-8.3**  
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- State key steps of a process.  
- Describe steps of a process.  
- Diagram steps of a process.  
- Predict outcome of process  
- Produce experiment following multistep process.

**RST.6-8.4**  
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

- Identify unknown words (technical words) in text.  
- Identify key terms and symbols.  
- Verify the meaning of a technical word and symbols by referring back to text.  
- Compose responses, both oral and written, showing a deeper understanding of technical terms/concepts.

**RST.6-8.5**  
Analyze and structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Recognize and describe structure of the text.  
- Determine how structure increases comprehension.

**RST.6-8.6**  
Analyze and structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

- Recognize and describe structure of the text.  
- Determine how structure increases comprehension.

**RST.6-8.7**  
Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

- Identify the author’s purpose for conducting the experiment as it relates to the text.  
- Interpret author’s purpose for conducting an experiment.

**RST.6-8.7**  
Integrate qualitative or technical information expressed in words in a text with a version of that information expressed visually (in a flow chart, diagram, model, graph, or table).

- Make a visual representation of qualitative/technical information.  
- Generate a model of provided technical/qualitative information.
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<th>RST.6-8.8</th>
<th>Distinguish among facts, reasoned judgment based on research findings, &amp; speculation in text.</th>
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<td>• Distinguish between reasoned judgment, researched findings and speculations.</td>
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<td></td>
<td>• Differentiate between a reasoned judgment, researched finding, and speculation.</td>
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<td>RST.6-8.9</td>
<td>Compare and contrast the information gained from experimentations, simulations, video, or multimedia sources with that gained from a text on the same topic.</td>
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<td>• Recognize similarities and differences between information provided in various formats.</td>
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<td>• Compare and contrast information provided in various formats.</td>
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<td>By the end of the year, read and comprehend Science and technical text, in the grades 6–8 text complexity band independently proficiently.</td>
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<td>• Apply active reading strategies to science and technical text.</td>
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<td>• Comprehend science technical text using active reading.</td>
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