

Standard Code	Standard Code and Standard	Keep or Propose Change	Type of Change	Quality Standard Rule #	Reason for Proposed Change
8.RL.1	8.RL.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.	KEEP			
8.RL.2	8.RL.2 Determine a theme or central idea(s) of a text and <b>a.</b> Analyze its development over the course of the text, including its relationship to the characters, setting, and plot. <b>b.</b> Provide an objective summary of the text.	PROPOSE CHANGE	Broken Up	1	Where the standard is broken represents different skills or key knowledge the student should be able to demonstrate.
8.RL.3	8.RL.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.	KEEP			
8.RL.4	8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze the impact of <b>how</b> specific word choices, including <b>sound devices</b> , analogies or allusions to other texts, on <b>affect</b> meaning and tone.	PROPOSE CHANGE	Re-Written	3	Affect was a more appropriate word than impact, and sound devices are still relevant
8.RL.5	8.RL.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.	KEEP			
8.RL.6	8.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.	KEEP			
8.RL.7	8.RL.7 Analyze the extent to which <b>how</b> a filmed or live production of a story, drama, <b>or poem</b> stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	PROPOSE CHANGE	Re-written	1, 3	Clarify objective and add skill to remain consistent across grade levels
8.RL.8	8.RL.8 (Not applicable to literature)	KEEP			

8.RL.9	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works <del>such as the Bible</del> , including describing how the material is rendered new.	PROPOSE CHANGE	Removed	3	Eliminated unnecessary example to improve clarity and expand possibilities of inclusion
8.RL.10	8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <b>a. Read and comprehend with proficiency at grade level.</b> <b>b. Self-select texts for personal enjoyment, interest and academic tasks.</b> <b>c. Read widely to understand multiple perspectives and diverse viewpoints.</b>	PROPOSE CHANGE	Re-written	1	Encourage autonomy and diversity
8.RI.1	8.RI.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.	PROPOSE CHANGE	Re-Written	3	Simple change from Textual Evidence to Evidence from the Text will allow more clarity across multiple stakeholders
8.RI.2	8.RI.2 Determine a central idea of a text <b>a.</b> Analyze its development over the course of the text, including its relationship to supporting ideas. <b>b.</b> Provide an objective summary of the text.	PROPOSE CHANGE	Broken Up	1	Breaking it up seemed logical since there were multiple skills being addressed within the single standard
8.RI.3	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	KEEP			
8.RI.4	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <del>analyze the impact of</del> <b>how</b> specific word choices, including analogies or allusions to other texts <del>on</del> <b>affect</b> meaning and tone.	PROPOSE CHANGE	Re-written	3	Consistency with anchor standards
8.RI.5	8.RI.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.	KEEP			

8.RI.6	8.RI.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.	KEEP			
8.RI.7	8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	KEEP			
8.RI.8	8.RI.8 Delineate <b>(Break Down)</b> and evaluate the argument and specific claims in a text; <b>a.</b> Assess whether the reasoning is sound. <b>b.</b> Assess whether the evidence is relevant and sufficient. <b>c.</b> Recognize when irrelevant evidence is introduced.	PROPOSE CHANGE	Broken Up	1	Multiple skills were addressed withing the standard
8.RI.9	8.RI.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 identify where the texts disagree on matters of interpretation.	KEEP			
8.RI.10	8.RI.10 By the end of the year, read and comprehend <b>literary nonfiction</b> and informational text at the high end of in the grades 6–8 text complexity band <b>independently and</b> proficiently. <b>a. Read and comprehend with proficiency at grade level.</b> <b>b. Self-select texts for personal enjoyment, interest and academic tasks.</b> <b>c. Read widely to understand multiple perspectives and diverse viewpoints.</b>	PROPOSE CHANGE	Re-written	1	Encourage autonomy and diversity

8.W.1	<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use <b>transitional</b> words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	PROPOSE CHANGE	re-written	1,3	We changed for consistency across grade levels.
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8.W.2	<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	KEEP			
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8.W.3	<p>8.W.3 Write narratives <b>and other creative</b> texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative <b>and literary</b> techniques, such as dialogue, pacing, <b>rhythm</b>, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory <b>and figurative</b> language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events (<b>when appropriate to genre</b>).</p>	PROPOSE CHANGE	Re-written	1, 3	the additions added more substance to the standard and allowed for more freedom rather than concentrating solely on narratives.
8.W.4	<p>8.W.4 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.)</p>	KEEP			

8.W.5	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, <b>drafting</b> , 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.)	PROPOSE CHANGE	Re-written adding drafting	1	drafting is an important part of the writing process
8.W.6	8.W.6 Use technology, <del>including the Internet</del> , to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	PROPOSE CHANGE	Re-written removing "including the internet"	3	"including the internet" seemed redundant and unnecessary
8.W.7	8.W.7 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.	KEEP			
8.W.8	8.W.8 Gather relevant information from multiple print and digital sources. <b>a. Use search terms effectively</b> <b>b. Assess the credibility and accuracy of each source.</b> <b>c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>	PROPOSE CHANGE	Broken Up	3	Many skills were addressed and should be addressed individually

8.W.9	<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards <b>for literature to writing</b>. (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 material is rendered new”).</p> <p>b. Apply grade 8 Reading standards <b>for informational texts to writing</b>. 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”).</p>	PROPOSE CHANGE	Removed eg from both a and b	3	Examples were nonessential
8.W.10	<p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (<del>in a single sitting or a day or two</del>) for a range of discipline-specific tasks, purposes, and audiences; <b>independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b></p>	PROPOSE CHANGE	re-written	1, 3	specifies time range and aligns with autonomy offered in reading

8.SL.1	<p>8.SL.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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</b></p>	PROPOSE CHANGE	addition of part e	1	<p>We feel that students should have the ability to work together to overcome differences and problems that arise in discussion. Mediation of disagreement is a necessary skill for college/career.</p>
8.SL.2	<p>8.SL.2 Analyze the purpose of information <b>main ideas and supporting details</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	PROPOSE CHANGE	rewritten	2, 3	<p>Changed "purpose of information" to "main ideas and supporting details" to better align with 7th and 9-10th grade standards as well as anchor standard. Removed examples of diverse formats because they add unnecessary words.</p>
8.SL.3	<p>8.SL.3 <del>Delineate</del> <b>Deconstruct</b> 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.</p>	PROPOSE CHANGE	clarify	3	<p>Changed "delineate" to "deconstruct" for clarity and consistency within grades 6-8.</p>

8.SL.4	8.SL.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.	keep			
8.SL.5	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	keep			
8.SL.6	8.SL.6 Adapt speech to a variety of contexts and tasks, <b>using self-reflection and feedback from self and others</b> and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	keep		3	We felt "self-reflection" was more clear than "feedback from self."
8.L.1	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	KEEP			
8.L.2	8.L.2 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.	KEEP			

8.L.3	<p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice <del>and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</del></p> <p><b>b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact).</b></p>	PROPOSE CHANGE	Re-Written	1, 3	Seperated to mirror L.1 which seperated specific skills
8.L.4	<p>8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context <del>(e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)</del> as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials <del>(e.g., dictionaries, glossaries, thesauruses)</del>, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase <del>(e.g., by checking the inferred meaning in context or in a dictionary).</del></p>	PROPOSE CHANGE	Removed Examples	3	Examples seemed reduntant since terms are self-explanatory

8.L.5	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) 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) (e.g., bullheaded, willful, firm, persistent, resolute).	KEEP			
8.L.6	8.L.6 Acquire and use accurately <b>use</b> grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PROPOSE CHANGE	re-written	3	Change phrase to "accurately use" to be consistent with other grade levels, and because it sounds more natural
8.RH.1	8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	KEEP			
8.RH.2	8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	KEEP			
8.RH.3	8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered) <b>etc.</b>	Change	Re-written	1	Since the standard is 6-8, the "etc." leaves the possibilities more wide open.
8.RH.4	8.RH.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.	KEEP			
8.RH.5	8.RH.5 <b>Describe the organization-structure of a text (e.g., sequence, comparison/contrast, cause/effect)</b>	Change	Re-written	3	We wanted to align with 9-12 and clarify the emphasis on text structure
8.RH.6	8.RH.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 <b>etc.</b> ).	Chage	Re-written	3	Since the standard is 6-8, the "etc." leaves the possibilities more wide open.

8.RH.7	8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps <b>etc.</b> ) with other information in print and digital texts.	Change	Re-written	3	Since the standard is 6-8, the "etc." leaves the possibilities more wide open.
8.RH.8	8.RH.8 Distinguish among fact, opinion, <b>bias</b> , and reasoned judgment in a text.	Change	Re-written	1	Bias added as a critical student skill
8.RH.9	8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	KEEP			
8.RH.10	8.RH.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.	KEEP			
8.RST.1	8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.	KEEP			
8.RST.2	8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	KEEP			
8.RST.3	8.RST.3 <b>Read and</b> precisely <b>follow</b> a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Change	Re-written	2	We wanted the standard to emulate the reading standard
8.RST.4	8.RST.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.	KEEP			
8.RST.5	8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	KEEP			
8.RST.6	8.RST.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	KEEP			
8.RST.7	8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table <b>etc.</b> ).	Change	Re-written	3	Since the standard is 6-8, the "etc." leaves the possibilities more wide open.

8.RST.8	8.RST.8 Distinguish among facts, reasoned judgment based on research findings, <b>bias</b> , and speculation in a text.	Change	Re-written	1	Adding a critical skill involving bias
8.RST.9	8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	KEEP			
8.RST.10	8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	KEEP			
8.WHST.1	8.WHST.1 Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, 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, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use <b>transitional</b> 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. <del>f. —Avoid Plagiarism</del>	Change	Re-written	1,3	addition of (f) with the term plagiarism

8.WHST.2	<p>8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Keep			
8.WHST.3	<p>8.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	Keep			
8.WHST.4	<p>8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	Keep			

8.WHST.5	8.WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Change	Re-written	1	We added "drafting" to mirror the ELA Writing standards change
8.WHST.6	8.WHST.6 Use technology, <del>including the Internet</del> , to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	KEEP			
8.WHST.7	8.WHST.7 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.	KEEP			
8.WHST.8	8.WHST.8 Gather relevant information from multiple print and digital sources. <b>a. Use search terms effectively.</b> <b>b. Assess the credibility and accuracy of each source.</b> <b>c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>	Change	Broken Up	1, 3	Carefully outline skills required for a standard
8.WHST.9	8.WHST.9 Draw <b>relevant</b> evidence from informational texts <b>and/or literary fiction or nonfiction texts</b> to support <b>written</b> analysis, reflection, and research.	Change	Broken Up	3	We wanted to clarify that teachers could utilize literacy fiction or nonfiction to meet the standard; also, even though this is a writing standard, we added "written" to reinforce the type of analysis that should occur
8.WHST.10	8.WHST.10 Write routinely over extended time frames (for <b>research</b> , reflection and revision) and shorter time frames ( <b>in</b> a single sitting or <b>in</b> a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Change	Re-Written	3	We specified that students might be writing for research purposes in addition to reflection and revision purposes. We added "in" for the sake of clarity