

Standard Code	2019 Oregon English Language Arts and Literacy Standard	Mirrors & Windows: Connecting with Literature, Grade 8 ©2020
Reading Literature		
Key Ideas and Details		
8.RL.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	SE/TE: 9, 20, 21, 37, 84, 84, 363, 381, 638, 493, 550, 555
8.RL.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 evidence-based summary of the text.	SE/TE: 88, 97, 98, 133, 569
8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	SE/TE: 9, 11, 15, 22, 24, 26, 27, 52, 61, 109, 450, 493, 523
Craft and Structure		
8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE/TE: 42, 52, 110, 111, 113, 121, 336, 336, 336, 350, 358, 363, 394, 398, 551
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.	SE/TE: 344, 357, 363, 391

8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	SE/TE: 78, 81, 83, 85, 435
Integration of Knowledge and Ideas		
8.RL.7	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.	SE/TE: 313, 432, 492, 493, 497
8.RL.8	(RL.8.8 not applicable to literature)	(RL.8.8 not applicable to literature)
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 such as the Bible, including describing how the material is rendered new.	SE/TE: 540–541, 543, 548, 550, 554, 555, 573, 575, 590
Range of Reading and Level of Text Complexity		
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.	SE/TE: 63, 157 365, 411, 525, 591

Reading Informational Text		
Key Ideas and Details		
8.RI.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	SE/TE: 181, 192, 202, 204, 208, 218, 224, 230, 278, 287, 313
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.	SE/TE: 197, 199, 201, 206, 264, 267, 269, 304
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	SE/TE: 275, 279, 310
Craft and Structure		
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE/TE: 226, 230, 231, 244, 287
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.	SE/TE: 199, 200, 204, 396, 264, 267, 269

8.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	SE/TE: 186, 188, 194, 196, 226, 232, 244, 280, 286, 287, 289, 299, 305
Integration of Knowledge and Ideas		
8.RI.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	SE/TE: 260–261, 273, 278, 279, 323
8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SE/TE: 200, 201, 202, 203, 204, 208, 230, 244
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 interpretation.	SE/TE: 195, 196, 278, 286
Range of Reading and Level of Text Complexity		
8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SE/TE: E117–E120, 245, E124–E131, 315

Writing		
Text Types and Purposes		
8.W.1	Write arguments to support claims with clear reasons and relevant evidence	
8.W.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE/TE: 218, 336, 527, 528, 534
8.W.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TE: 85, 218, 314, 336, 398, 528, 534
8.W.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: 155, 530, E262
8.W.1d	Establish and maintain an appropriate style for content, purpose, and audience.	SE/TE: 526–530, 531, 534
8.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: 528, 534, H72–H73
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.	

8.W.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.	SE/TE: 40, 66, 121, 133, 248, 254, 287, 349, 357, 368, 374, 409, 448, 493, 555, 575, 590, 602
8.W.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: 15, 66, 72, 98, 121, 133, 224, 248, 254, 287, 335, 374, 448, 493, 555, 575, 602
8.W.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: 250, 368, 369, 374
8.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: 230, 262, 305, 320
8.W.2e	Establish and maintain an appropriate style for content, purpose, and audience.	SE/TE: 64–68, 246–250, 254, 316–320, 366–370, 602
8.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 66, 98, 224, 318, 368, 575, 590, 602
8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	

8.W.3a	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TE: 50, 263–264, 218, 491, 383, 409, 414, 416, 420 493
8.W.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE/TE: 50, 383, 409, 420 493
8.W.3c	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.	SE/TE: 366, 368, 369, 374, 414, 415
8.W.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TE: 162, 218, 420, 493
8.W.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE/TE: 98, 264, 414, 420
Production and Distribution of Writing		
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.)	SE/TE: 64–68, 158–162, 246–250, 316–320, 335, 366–370, 412–416, 526–530, 575, 592–596

8.W.5	With some guidance and support, 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.)	SE/TE: 64–68, 158–162, 246–250, 316–320, 366–370, 412–416, 526–530, 592–596
8.W.6	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.	SE/TE: 68, 230, 250, 320, 357, 416, 523, 590
Research to Build and Present Knowledge		
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.	SE/TE: 24, 61, 85, 244, 287, 297, 336, 567, 575
8.W.8	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 a standard format for citation.	SE/TE: 50, 61, 85, 155, 287, 297, 398, 555, 567, 575, 593, 596
8.W.9	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: 50, 121, 133, 155, 196, 208, 218, 224, 230, 244, 246–250, 271, 279, 287, 297, 305, 314, 335, 349, 357, 363, 555, 580

Range of Writing		
8.W.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.	SE/TE: 27, 64–68, 109, 158–162, 218, 246–250, 254, 279, 316–320, 336, 366–370, 374, 412–416, 493, 526–530, 534, 592–596, 602
Language		
Conventions of Standard English		
8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
8.L.1a	Explain the function of verbals in general and their function in particular sentences.	SE/TE: 219, 494, H39–H40, H47
8.L.1b	Form and use verbs in the active and passive voice.	SE/TE: 370, H67 TE Only: 163
8.L.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SE/TE: 465, H32 TE Only: 469
8.L.1d	Recognize and correct inappropriate shifts in verb voice and mood.	SE/TE: 28, 162, 225

8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
8.L.2a	Use punctuation to indicate a pause or break.	SE/TE: 99, 209, H47, H59, H61
8.L.2b	Use an ellipsis to indicate an omission.	SE/TE: H59 TE Only: 467
8.L.2c	Spell correctly.	SE/TE: 30, 41, 62, 68, 162, 250, 298, 370, 416, 449, 734, 581, 596, H23–H31
Knowledge of Language		
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
8.L.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	SE/TE: 370, H67 TE only: 163
Vocabulary Acquisition and Use		
8.L.4	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.	
8.L.4a	Use context as a clue to the meaning of a word or phrase.	SE/TE: 29, 33, 35, 37, 42, 78, 82, 83, 134, 410, 577, 581
8.L.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	SE/TE: 41, 449, H21–H22

8.L.4c	Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE/TE: 110, 231, 298
8.L.4d	Verify the preliminary determination of the meaning of a word or phrase.	SE/TE: 9, 78, 82, 83, 134
8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
8.L.5a	Interpret figures of speech in context.	SE/TE: 336, 336, 350, 394, 398, 585
8.L.5b	Use the relationship between particular words to better understand each of the words.	SE/TE: 110, 231, 298, 350
8.L.5c	Distinguish among the connotations of words with similar denotations.	SE/TE: 110, 348 TE Only: 93, 212, 343, 346, 461
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: 41, 110, 231, 298, 350, 410, 449, 581

Speaking and Listening		
Comprehension and Collaboration		
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.	
8.SL.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.	SE/TE: 15, 109, 121, 133, 218, 287, 387
8.SL.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SE/TE: 15, 40, 85, 208, 297
8.SL.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SE/TE: 109, 289, 224, 305, 314, 590
8.SL.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SE/TE: 15, 85, 230, 287, 383
8.SL.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	SE/TE: 208, 230, 383, 532–533

8.SL.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.	SE/TE: 208, 230, 383, 532–533
Presentation of Knowledge and Ideas		
8.SL.4	Present claims and/or 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.	SE/TE: 252–253, 372–373, 532–533, 600–601
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SE/TE: 133, 252–253, 322–323, 372–373, 532–533, 575, 600–601
8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	SE/TE: 70–71, 166–167, 252–253, 372–373, 532–533

Reading History / Social Studies		
Key Ideas and Details		
6-8.RH.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.	SE/TE: 50, 155, 196, 208, 244, 286, 287, 492, 523 TE: 202, 499
6-8.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.	SE/TE: 50, 133, 154, 197, 244, 280
6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies.	SE/TE: 305 TE: 301, 303
Craft and Structure		
6-8.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.	SE/TE: 196, 298, 449 TE: 283, 285

6-8.RH.5	Describe how a text presents information.	SE/TE: 49, 132, 154, 230, 244, 357
6-8.RH.6	Identify aspects of a text that reveal an author's perspective or purpose.	SE/TE: 132, 226, 244, 280, 287 TE: 132, 200
Integration of Knowledge and Ideas		
6-8.RH.7	Integrate visual information with other information in print and digital texts.	SE/TE: 285, 287 TE: 39, 55, 285
6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	SE/TE: 177, 180, 182 TE: 151, 520
6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.	SE/TE: 408, 592, 596 TE: 84, 295, 441, 593
Range of Reading and Level of Text Complexity		
6-8.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.	SE/TE: 49, 58, 131-132, 151-154, 177-184, 186-194, 195, 196, 197-206, 226-229, 232-239, 240-243, 280-284, 354-356, 488-492, 519-522

Writing History / Social Studies and Science and Technology		
Text Types and Purposes		
6-8.WHST.1	Write arguments focused on discipline-specific content.	SE/TE: 155, 526-531, 532-533
6-8.WHST.1a	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.	SE/TE: 527-528, 532-533
6-8.WHST.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	SE/TE: 527-528, 532-533
6-8.WHST.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: 527-528, 532-533
6-8.WHST.1d	Establish and maintain an appropriate style for content, purpose, and audience.	SE/TE: 526-531, 532-533 TE: 26
6-8.WHST.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: 528, 533 TE: 531

6-8.WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SE/TE: 244, 246-251, 287, 366-371, 592-599, 600-601
6-8.WHST.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting, graphics, and multimedia when useful in aiding comprehension.	SE/TE: 247-248, 367, 594
6-8.WHST.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: 247-248, 367, 594, 600
6-8.WHST.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE/TE: 248-250, 368, 594 TE: 368
6-8.WHST.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: 250, 368, 370, 594
6-8.WHST.2e	Establish and maintain an appropriate style for content, purpose, and audience.	SE/TE: 246-251, 366-371, 592-599, 600-601 TE: 26

6-8.WHST.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: 248, 368, 594, 601
6-8.WHST.3	(See note; 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.	SE/TE: 50, 158-165, 398, 409, 412-417, 418-419, 420, 493, 575
Production and Distribution of Writing		
6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: 155, 244, 246-251, 287, 366-371, 526-531, 532-533, 592-599, 600-601
6-8.WHST.5	With guidance and support, 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.	SE/TE: 249, 369-370, 529-530, 595-596, 601 TE: 249, 369, 529
6-8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: 133, 279, 323, 595

Research to Build and Present Knowledge		
6-8.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.	SE/TE: 155, 287, 523, 575 TE: 195, 270
6-8.WHST.8	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 a standard format for citation.	SE/TE: 592-596 TE: 24, 60, 84, 267, 597
6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 49, 132, 154, 181, 183, 189, 262, 266, 271, 284, 286, 287, 304, 305, 408, 589 TE: 267, 270
Range of Writing		
6-8.WHST.10	Write routinely over extended time frames (time for 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.	SE/TE: 155, 244, 246-251, 287, 366-371, 526-531, 532-533, 592-599, 600-601
Reading Science and Technology		
Key Ideas and Details		
6-8.RST.1	Analyze what science and technical texts say explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	SE/TE: 267, 271, 273, 275, 279

6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	SE/TE: 264, 269, 271, 278, 279
6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	SE/TE: 305 TE: 264, 301, 303
Craft and Structure		
6-8.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.	SE/TE: 271, 274, 275, 278 TE: 264, 266, 267, 276
6-8.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.	SE/TE: 278, 302 TE: 303
6-8.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	SE/TE: 305 TE: 300

Integration of Knowledge and Ideas		
6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	SE/TE: 274, 275, 279 TE: 264, 373
6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	TE: 49, 151, 475
6-8.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.	SE/TE: 313, 155, 230, 279 (This is the only example Lisa and I can find)
Range of Reading and Level of Text Complexity		
6-8.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.	SE/TE: 262-270, 273-274, 276-278, 290-291, 299-302, 303-304 TE: 315