Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 8

Student Name: _____   Student Grade: _____

Teacher: _____   Date: _____

Common Core State Standard: RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.1. Cite text to support inferences from stories and poems.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Cite text to support what is inferred versus what is stated explicitly in the text.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Cite text to support inferences from stories and poems.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify which evidence from an array of text citations support an inference.	____Y _____N
Level I	Student attempts to perform the task <u>with support</u>: • Indicate whether an example is a citation from the text or not.	____Y _____N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.2. Provide a summary of a familiar text.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Provide a summary of a text.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Provide a summary of a familiar text.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify a summary that reflects a familiar story.	____Y _____N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support:</u> • Identify parts of a familiar story.	**____Y ـــــــN**

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.3. Identify which incidents in a story or drama lead to subsequent action.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Explain how incidents in a story or drama lead to subsequent incidents.	**____Y ـــــــN**
Level III	Student demonstrates the content knowledge and skills: • Identify which incidents in a story or drama lead to subsequent action.	**____Y ـــــــN**
Level II	Student demonstrates some of the content knowledge and skills: • Given two or more incidents from a book, identify which one led to the other.	**____Y ـــــــN**
Level I	Student attempts to perform the task <u>with support:</u> • Sequence two or more incidents from a familiar story.	**____Y ـــــــN**

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.4. Determine meanings of words and phrases in literature including figurative language.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Express meanings of words and phrases in literature including figurative language.	**____Y ـــــــN**

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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: • Determine meanings of words and phrases in literature including figurative language.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify multiple meaning words in literature.	____Y _____N
Level I	Student attempts to perform the task with support: • Identify meaning of words in literature.	____Y _____N

Common Core State Standard: **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.5. Compare and contrast the structure of two or more texts.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Compare and contrast the structure of two or more texts.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Compare and contrast the structure of two texts with obviously different structures.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify common structures used in familiar texts	____Y _____N
Level I	Student attempts to perform the task with support: • After listening to a familiar text, decide if it is a story or a poem.	____Y _____N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.6. Determine the difference in the points of view of a character and the audience or reader in a text with suspense		**Indicate Yes or No**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
or humor.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Compare points of view of characters in a story and the audience or reader in a text with suspense or humor.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify the point of view of a character in a story that is humorous or suspenseful.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Identify a character in a story.	____Y _____N

Common Core State Standard: RL.8.7. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.7. Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Compare and contrast a filmed or live production of a story or drama to the text or script.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Match a scene in a filmed or live production with the parallel scene in the text version.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Match illustrations of characters in a book with the characters in a film or live production.	____Y _____N

Common Core State Standard: RL.8.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.8. N/A		**Indicate Yes or No**

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.9. Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work.	**____Y ـــــــN**
Level III	Student demonstrates the content knowledge and skills: • Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	**____Y ـــــــN**
Level II	Student demonstrates some of the content knowledge and skills: • Identify the theme, pattern of events, or characters from a story.	**____Y ـــــــN**
Level I	Student attempts to perform the task with support: • Identify a character in a story.	**____Y ـــــــN**

Common Core State Standard: RL.8.10. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.8.10. **This Essential Element references all elements above.		**Indicate Yes or No**

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.1. Cite text to support inferences from informational text.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Cite text to support analysis and inferences from informational text.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Cite text to support inferences from informational text.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Identify text as a key idea or evidence in a text.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support:</u> • Identify a type of informational text.	**____Y _____N**

Common Core State Standard: RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.2. Provide a summary of a familiar informational text.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Provide a summary of an informational text.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Provide a summary of a familiar informational text.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Identify a summary that reflects a familiar informational text.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support:</u> • Identify parts of a familiar informational text.	**____Y _____N**

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.3. Make connections between key individuals or events in a text.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Make connections and distinctions between key individuals and events in a text.	**____Y ـــــــــN**
Level III	Student demonstrates the content knowledge and skills: • Make connections between key individuals or events in a text.	**____Y ـــــــــN**
Level II	Student demonstrates some of the content knowledge and skills: • Identify a character or event in a text and compare to another character or event.	**____Y ـــــــــN**
Level I	Student attempts to perform the task <u>with support</u>: • Identify an individual or event in a text.	**____Y ـــــــــN**

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.4. Determine meanings of words and phrases in informational text including figurative language.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Express meanings of words and phrases in informational text including figurative language.	**____Y ـــــــــN**
Level III	Student demonstrates the content knowledge and skills: • Determine meanings of words and phrases in literature including figurative language.	**____Y ـــــــــN**
Level II	Student demonstrates some of the content knowledge and skills: • Identify the meaning of multiple meaning words as they are used in informational text.	**____Y ـــــــــN**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u>: • Identify a word from an informational text.	**____Y _____N**

Common Core State Standard: RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.5. Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Determine a topic sentence and two supporting details or example.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples).	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Identify a detail.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support</u>: • Indicate bold print or a highlighted word.	**____Y _____N**

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.6. Determine an author's purpose or point of view.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Determine an author's purpose and point of view and identify an opposing point of view.	**____Y _____N**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: • Determine an author's purpose or point of view.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Identify a resource based on its purpose.	____Y _____N
Level I	Student attempts to perform the task with support: • Request a resource.	____Y _____N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.7. Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use the best media to create a project using a media source.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Recognize different functions of media sources.	____Y _____N
Level I	Student attempts to perform the task with support: • Identify media sources.	____Y _____N

Common Core State Standard: RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.8. Determine whether claims in a text are fact or opinion.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Determine whether claims in a text are fact or opinion and identify evidence to support facts.	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Determine whether claims in a text are fact or opinion.	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • Identify a factual statement from a text.	**____Y ____N**
Level I	Student attempts to perform the task <u>with support</u>: • Respond to a statement about a passage.	**____Y ____N**

Common Core State Standard: RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.8.9. Compare and contrast the key information in two different texts on the same topic.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Compare and contrast the key information in more than two different texts on the same topic.	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Compare and contrast the key information in two different texts on the same topic.	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • Identify a fact from informational text.	**____Y ____N**
Level I	Student attempts to perform the task <u>with support</u>: • Identify a fact.	**____Y ____N**

Common Core State Standard: RI.8.10. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
**EERI.8.10. **This Essential Element references all elements above.		**Indicate Yes or No**

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.1.a-b. Write an argument to support claims with one clear reason or piece of evidence.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Write an argument to support claims with clear reasons or evidences.	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Write an argument to support claims with one clear reason or piece of evidence.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • With teacher guidance and support, write a claim with one clear reason or piece of evidence.	____Y ____N
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support, state agreement or disagreement with claims written by peers.	____Y ____N

Common Core State Standard: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.1.c. N/A		**Indicate Yes or No**

Common Core State Standard: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    d. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.1.d. N/A		**Indicate Yes or No**

Common Core State Standard: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    e. Provide a concluding statement or section that follows from and supports the argument presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.1.e. N/A		**Indicate Yes or No**

Common Core State Standard: W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.2.a-b. Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.	**____Y _____N**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task with support: • With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.	_____Y _____N

Common Core State Standard: 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.
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.2.c. N/A		Indicate Yes or No

Common Core State Standard: 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.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.2.d. N/A		Indicate Yes or No

Common Core State Standard: 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.
    e. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.2.e. N/A		Indicate Yes or No

Common Core State Standard: 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.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.2.f. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.3. Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Introduce the experience or situation, multiple characters, and multiple events in sequence.	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Introduce the experience or situation, at least one character, and two or more events in sequence.	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.	**____Y ____N**
Level I	Student attempts to perform the task with support: • With guidance and support, communicate about a personal experience.	**____Y ____N**

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

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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.3.c. N/A		**Indicate Yes or No**

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

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.3.d. N/A		**Indicate Yes or No**

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

 e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.3.e. N/A		**Indicate Yes or No**

Common Core State Standard: W.8.4. 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.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.4. Produce writing that is appropriate for the task, purpose, or audience.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • N/A	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Produce writing that is appropriate for the task, purpose, or audience.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, produce writing that is appropriate for the task, purpose, or audience.	____Y _____N
Level I	Student attempts to perform the task with support: • With guidance and support, produce writing for a variety of purposes.	____Y _____N

Common Core State Standard: W.8.5. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Plan by brainstorming and revise own writing by adding more information.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support from adults and peers, plan by brainstorming to strengthen own writing**.**	**____Y _____N**
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support from peers and adults, write.	**____Y _____N**

Common Core State Standard: W.8.6. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.6. Use technology, including the Internet, to produce writing to interact and collaborate with others.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use technology, including the Internet, to produce writing while interacting and collaborating with others.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Use technology, including the Internet, to produce writing to interact and collaborate with others.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.	**____Y _____N**

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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support, use technology to interact and collaborate with others in shared writing activities.	____Y ____N

Common Core State Standard: W.8.7. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.7. Conduct short research projects to answer and pose questions based on one source of information.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Conduct short research projects to answer and pose questions based on multiple sources of information.	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Conduct short research projects to answer and pose questions based on one source of information.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, conduct short research projects to answer questions based on one source of information.	____Y ____N
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support, participate in shared research and writing to answer questions.	____Y ____N

Common Core State Standard: W.8.8. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.8. Select quotes from multiple print or digital sources that provide important information about a topic.		**Indicate Yes or No**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Select quotes from multiple print or digital sources that state conclusions about a topic.	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Select quotes from multiple print or digital sources that provide important information about a topic.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • Select quotes from print or digital sources that provide information about a topic.	____Y ____N
Level I	Student attempts to perform the task with support: • With guidance and support during shared reading, identify when information about a topic is read.	____Y ____N

Common Core State Standard: W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  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 material is rendered new").

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.9. Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • N/A	____Y ____N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: • Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").	**____Y _____N**
Level I	Student attempts to perform the task <u>with support</u>: • With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").	**____Y _____N**

Common Core State Standard: .8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
> 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").

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.9.b. Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion and identify evidence to support facts.").	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine	**____Y _____N**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	whether claims in a text are fact or opinion.").	
Level I	Student attempts to perform the task <u>with support</u>: • With guidance and support, participate in group writing activities applying *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").	**____Y ____N**

Common Core State Standard: 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.8.10. Write routinely for a variety of tasks, purposes, and audiences.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Write routinely over extended time frames (research, reflection, and revision).	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Write routinely for a variety of tasks, purposes, and audiences.	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	**____Y ____N**
Level I	Student attempts to perform the task <u>with support</u>: • With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.	**____Y ____N**

Common Core State Standard: 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.

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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.1. Listen and communicate with a variety of partners in order to discuss issues regarding the content. **a.** Come to discussions prepared to share information previously studied.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Come to discussions with self-created materials or supports to use in sharing information.	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Come to discussions prepared to share information.	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • Prepare for discussions.	**____Y ____N**
Level I	Student attempts to perform the task <u>with support</u>: • Participate in discussions.	**____Y ____N**

Common Core State Standard: 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.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.1.b. Follow simple rules and carry out assigned roles during discussions.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Follow simple rules and carry out roles during discussions.	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Follow simple rules and carry out assigned roles during discussions.	**____Y ____N**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support from adults and peers, follow simple rules for discussions.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support from adults and peers, follow rules during group discussions.	____Y _____N

Common Core State Standard: 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.
> c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
> d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.1.c-d. Respond to others' questions and comments by answering questions regarding content.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Respond to others' questions and comments by asking and answering questions regarding content.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Respond to others' questions and comments by answering questions regarding content.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Respond to information presented by an unfamiliar person.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Respond to presentations by others.	____Y _____N

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Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.2. Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.	____Y ـــــN
Level III	Student demonstrates the content knowledge and skills: • Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.	____Y ـــــN
Level II	Student demonstrates some of the content knowledge and skills: • Identify the topic of information presented in oral, visual, or multimodal formats.	____Y ـــــN
Level I	Student attempts to perform the task <u>with support:</u> • Identify one detail or fact from information presented in oral, visual, or multimodal formats.	____Y ـــــN

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.3. Determine whether claims in an oral presentation are fact or opinion.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Determines which claims in an oral presentation are fact and which are opinion.	____Y ـــــN
Level III	Student demonstrates the content knowledge and skills: • Determine whether claims in an oral presentation are fact or opinion.	____Y ـــــN
Level II	Student demonstrates some of the content knowledge and skills: • Determine whether a single claim made by a speaker is fact or opinion.	____Y ـــــN

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u>: • State own opinion on a topic.	**____Y _____N**

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.4. Present findings including relevant details.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Present findings including relevant details to support claims.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Present findings including relevant details.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Present findings.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support</u>: • With guidance and support, present findings from a group project.	**____Y _____N**

Common Core State Standard: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.5. Integrate multimedia and visual information into presentations.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Create a presentation with multimedia and visual information integrated throughout.	**____Y _____N**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: • Integrate multimedia and visual information into presentations.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • Select visuals and other multimedia elements to include in a presentation.	____Y ____N
Level I	Student attempts to perform the task <u>with support:</u> • With guidance and support, select a visual or other multimedia element to include in a group presentation.	____Y ____N

Common Core State Standard: SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.8.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations.	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • Communicate in a variety of contexts and tasks using complete sentences when asked.	____Y ____N
Level I	Student attempts to perform the task <u>with support:</u> • Communicate in a variety of contexts.	____Y ____N

Common Core State Standard: L.8.1. 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 functions in particular sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.1. Demonstrate conventions of standard English grammar when writing or communicating. a. N/A		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: •	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: •	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: •	**____Y ____N**
Level I	Student attempts to perform the task <u>with support:</u> •	**____Y ____N**

Common Core State Standard: L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    b. Form and use verbs in the active and passive voice.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.1.b. Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk*).		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Form and use the simple regular and irregular verb tenses (e.g., *I eat, I ate, I am eating*).	**____Y ____N**
Level III	Student demonstrates the content knowledge and skills: • Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk*).	**____Y ____N**
Level II	Student demonstrates some of the content knowledge and skills: • Use past tense verbs when writing or communicating.	**____Y ____N**
Level I	Student attempts to perform the task <u>with support:</u> • Demonstrate understanding of common verbs.	**____Y ____N**

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Common Core State Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

      c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.1.c. N/A		**Indicate Yes or No**

Common Core State Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

      d. Recognize and correct inappropriate shifts in verb voice and mood.*[*sic*]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.1.d. Use appropriate verbs to match nouns.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Shift nouns and verbs to match as appropriate.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Use appropriate verbs to match nouns.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Combine verb + noun in writing or communication.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support</u>: • Demonstrate understanding of common verbs.	**____Y _____N**

Common Core State Standard: L.8.2. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.2. Demonstrate understanding of conventions of standard English when writing. **a.** Use end punctuation and capitalization when		**Indicate Yes or No**

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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
writing a sentence or question.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use end punctuation and capitalization when writing text with multiple sentences.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Use end punctuation and capitalization when writing a sentence or question.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Use a period to end a sentence and capitalize the first word.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Participate in shared writing of sentences.	____Y _____N

Common Core State Standard: L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
b. Use an ellipsis to indicate an omission.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.2.b. N/A		**Indicate Yes or No**

Common Core State Standard: L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Spell correctly

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.2.c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.		**Indicate Yes or No**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	____Y ____N
Level II	Student demonstrates some of the content knowledge and skills: • Student spells common sight words correctly.	____Y ____N
Level I	Student attempts to perform the task with support: • Demonstrate awareness of letters and words.	____Y ____N

Common Core State Standard: L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

> a. Use verbs in the active and passive voice 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a.** Use to-be verbs (*am*, *are*, *is*, *was*, *were*, *be*, *become*, *became*) accurately when writing and communicating.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • N/A	____Y ____N
Level III	Student demonstrates the content knowledge and skills: • Use to-be verbs (*am*, *are*, *is*, *was*, *were*, *be*, *become*, *became*) accurately when writing and communicating.	____Y ____N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: • Uses *I am* and *I was* accurately when writing and communicating.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Demonstrates understanding of common verbs.	____Y _____N

Common Core State Standard: L.8.4. 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.
     a. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. **a.** Use context to identify which word in an array of content related words is missing from a sentence.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use context to determine the meaning of a new word.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Use context to identify which word in an array of content-related words is missing from a sentence. •	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Match vocabulary to meaning.	____Y _____N
Level I	Student attempts to perform the task <u>with support:</u> • Demonstrate an understanding of the meaning of common words.	____Y _____N

Common Core State Standard: L.8.4. 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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.4.b. N/A		**Indicate Yes or No**

Common Core State Standard: L.8.4. 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.

c. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Recognize a new word when encountered while reading or communicating.	**____Y _____N**
Level I	Student attempts to perform the task with support: • Asks for help when needed.	**____Y _____N**

Common Core State Standard: L.8.4. 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.

d. 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.4.d. N/A		**Indicate Yes or No**

Common Core State Standard: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      a**.** Interpret figures of speech (e.g., verbal irony, puns) in context.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.5. Demonstrate an understanding of word relationships. **a.** Demonstrate understanding of the use of multiple meaning words.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Uses multiple meaning words.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Demonstrate understanding of the use of multiple meaning words.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Demonstrate understanding of common idioms that include multiple meaning words.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support:</u> • Respond to a common idiom used by a peer.	**____Y _____N**

Common Core State Standard: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      b. Use the relationship between particular words to better understand each of the words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.5.b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse,		**Indicate Yes or No**

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
household).		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use compound and complex words when writing and communicating.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • Use knowledge of common words to understand the meaning of compound words.	____Y _____N
Level I	Student attempts to perform the task with support: • Demonstrate understanding of single-syllable words that comprise compound words.	____Y _____N

Common Core State Standard: L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.5.c. Use descriptive words to add meaning when writing and communicating.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Use a variety of descriptive words to add meaning when writing and communicating.	____Y _____N
Level III	Student demonstrates the content knowledge and skills: • Use descriptive words to add meaning when writing and communicating.	____Y _____N
Level II	Student demonstrates some of the content knowledge and skills: • With support to identify where descriptive words could be used, add them to writing and communication.	____Y _____N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support:</u> • With support to identify descriptive words.	**____Y _____N**

Common Core State Standard: L.8.6. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.8.6. Acquire and use general academic and domain-specific words and phrases.		**Indicate Yes or No**
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: • Acquire and use general academic and domain-specific words and phrases.	**____Y _____N**
Level III	Student demonstrates the content knowledge and skills: • Acquire and use general academic and domain-specific words and phrases.	**____Y _____N**
Level II	Student demonstrates some of the content knowledge and skills: • Recognize an academic and domain-specific word.	**____Y _____N**
Level I	Student attempts to perform the task <u>with support:</u> • Respond to an academic or domain-specific word.	**____Y _____N**