

**BENCHMARK COMPLEXITY REPORT  
ENGLISH LANGUAGE ARTS GRADE 8**



**Key:** OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).  
**Benchmark** = The wording of the benchmark.  
**CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).  
**CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).  
**The CRS Strands are:** TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

| a. Acquire                                      |           |           |            | b. Make Meaning |  |           |            | c. Transfer/Apply |   |           |            |
|---|-----------|-----------|------------|-----------------|--|-----------|------------|-------------------|---|-----------|------------|
| OCS Code  | Benchmark | CCSS Code | CRS Strand | OCS Code        | Benchmark  | CCSS Code | CRS Strand | OCS Code          | Benchmark   | CCSS Code | CRS Strand |
| <b>DOMAIN: Reading Standards for Literature</b> |           |           |            |                 |  |           |            |                   |   |           |            |
| <b>Key Ideas and Details</b>                    |           |           |            |                 |  |           |            |                   |   |           |            |
|   |           |           |            | 8.RL.KID.1.1.b  | Cite compelling evidence from a story, drama, or poem to support the explicit meaning of the text                                | RL.8.1    | SUP        | 8.RL.KID.1.2.c    | Cite compelling evidence to support an inference drawn from a story, drama, or poem     | RL.8.1    | MID        |
|   |           |           |            | 8.RL.KID.2.2.b  | Describe the development of characters in relation to a theme over the course of a story, drama, or poem                         | RL.8.2    | REL        | 8.RL.KID.2.1.c    | Infer a theme of a story, drama, or poem using compelling evidence provided in the text | RL.8.2    | GEN        |
|   |           |           |            | 8.RL.KID.2.3.b  | Analyze the development of the plot in relation to a theme over the course of a story, drama, or poem                            | RL.8.2    | REL        | 8.RL.KID.2.5.c    | Create an objective summary of a story, drama, or poem                                  | RL.8.2    | MID        |
|   |           |           |            | 8.RL.KID.2.4.b  | Describe how changes in the setting relate to the theme over the course of a story, drama, or poem                               | RL.8.2    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.KID.3.1.b  | Analyze how the author's use of incidents in a story or drama propel the action, explain a character, or provoke a decision      | RL.8.3    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.KID.3.2.b  | Analyze how the author's use of dialogue in a story or drama propel the action, explain a character, or provoke a decision       | RL.8.3    | MID        |                   |   |           |            |
| <b>Craft and Structure</b>                      |           |           |            |                 |  |           |            |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.1.b  | Determine the meaning of words and phrases that are used figuratively in a story, drama, or poem                                 | RL.8.4    | MOW        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.2.b  | Determine the connotative meaning of words and phrases in a story, drama, or poem  | RL.8.4    | MOW        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.3.b  | Analyze the author's use of specific word choices to create meaning in a story, drama, or poem                                   | RL.8.4    | WCH        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.4.b  | Analyze the impact of specific word choices on the meaning of a story, drama, or poem  | RL.8.4    | WCH        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.5.b  | Analyze the impact of specific word choices on the tone of a story, drama, or poem   | RL.8.4    | WCH        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.4.6.b  | Determine the meaning of words and phrases in a story, drama, or poem  | RL.8.4    | MOW        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.5.1.b  | Compare and contrast the structure of two or more stories, dramas, or poems  | RL.8.5    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.5.2.b  | Analyze how the structure of two or more stories, dramas, or poems relates to their meaning                                      | RL.8.5    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.5.3.b  | Analyze how the structure of two or more stories, dramas, or poems relates to their style  | RL.8.5    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.6.1.b  | Analyze how the different points of view of characters and the audience create effects in a story, drama, or poem                | RL.8.6    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.CAS.6.2.b  | Analyze how the different points of view of characters and the reader create effects in a story, drama, or poem                  | RL.8.6    | REL        |                   |   |           |            |
| <b>Integration of Knowledge and Ideas</b>       |           |           |            |                 |  |           |            |                   |   |           |            |
|   |           |           |            | 8.RL.IKI.7.1.b  | Compare and contrast the choices made by a director of a film or live production of a story or drama to its original text/script | RL.8.7    |            |                   |   |           |            |

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|---|-----------|-----------|------------|-----------------|---|-----------|------------|-------------------|---|-----------|------------|
| OCS Code  | Benchmark | CCSS Code | CRS Strand | OCS Code        | Benchmark   | CCSS Code | CRS Strand | OCS Code          | Benchmark   | CCSS Code | CRS Strand |
|   |           |           |            | 8.RL.IKI.7.2.b  | Evaluate the choices made by the director or actors in a film or live production to stay faithful to the original script                | RL.8.7    |            |                   |   |           |            |
|   |           |           |            | 8.RL.IKI.9.1.b  | Relate the themes found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works             | RL.8.9    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.IKI.9.2.b  | Relate the patterns of events found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works | RL.8.9    | REL        |                   |   |           |            |
|   |           |           |            | 8.RL.IKI.9.3.b  | Relate character types found in a contemporary work of fiction to themes found in myths, traditional stories, or religious works        | RL.8.9    | REL        |                   |   |           |            |
| <b>DOMAIN: Reading Standards for Informational Text</b> |           |           |            |                 |   |           |            |                   |   |           |            |
| <b>Key Ideas and Details</b>                            |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RI.KID.1.1.b  | Cite compelling evidence from an informational text to support the meaning of the text  | RI.8.1    | SUP        | 8.RI.KID.1.2.c    | Cite compelling evidence to support an inference drawn from a story, drama, or poem | RI.8.1    | MID        |
|   |           |           |            | 8.RI.KID.2.1.b  | Describe the development of a key idea over the course of an informational text   | RI.8.2    | REL        | 8.RI.KID.2.2.c    | Create an objective summary of an informational text                                | RI.8.2    | MID        |
|   |           |           |            | 8.RI.KID.3.1.b  | Compare and contrast connections between individuals, ideas, or events from an informational text                                       | RI.8.3    | REL        |                   |   |           |            |
|   |           |           |            | 8.RI.KID.3.2.b  | Compare and contrast the distinctions between individuals, ideas, or events in an informational text                                    | RI.8.3    | REL        |                   |   |           |            |
| <b>Craft and Structure</b>                              |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.4.1.b  | Determine the meaning of words and phrases that are used figuratively in an informational text  | RI.8.4    | MOW        |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.4.2.b  | Determine the meaning of words and phrases that have connotative meanings in an informational text                                      | RI.8.4    | MOW        |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.4.3.b  | Determine the meaning of words and phrases that have technical meanings in an informational text  | RI.8.4    |            |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.4.4.b  | Analyze the impact of word choice on the meaning and tone of an informational text  | RI.8.4    | WCH        |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.5.1.b  | Analyze how particular sentences develop and refine a key concept in a paragraph of an informational text                               | RI.8.5    | MID        |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.5.2.b  | Analyze how the structure of a specific paragraph in an informational text develops a key concept                                       | RI.8.5    |            |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.6.1.b  | Identify an author's point of view or purpose in an informational text  | RI.8.6    | MID        |                   |   |           |            |
|   |           |           |            | 8.RI.CAS.6.2.b  | Evaluate an author's response to conflicting evidence or viewpoints in an informational text  | RI.8.6    | MID        |                   |   |           |            |
| <b>Integration of Knowledge and Ideas</b>               |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RI.IKI.7.1.b  | Evaluate the advantages and disadvantages of using different mediums to present information on a topic or idea                          | RI.8.7    |            |                   |   |           |            |
|   |           |           |            | 8.RI.IKI.8.1.b  | Evaluate an argument and its specific claims presented in an informational text   | RI.8.8    | GEN        |                   |   |           |            |
|   |           |           |            | 8.RI.IKI.8.2.b  | Evaluate whether the reasoning used to support specific claims in an informational text is sound  | RI.8.8    | GEN        |                   |   |           |            |

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| OCS Code  | Benchmark | CCSS Code | CRS Strand | OCS Code        | Benchmark   | CCSS Code | CRS Strand | OCS Code          | Benchmark   | CCSS Code | CRS Strand |
|   |           |           |            | 8.RI.IKI.8.3.b  | Evaluate whether the evidence used to support specific claims in an informational text is relevant and sufficient                           | RI.8.8    | GEN        |                   |   |           |            |
|   |           |           |            | 8.RI.IKI.9.1.b  | Evaluate two or more informational texts on the same topic which make different claims based on conflicting evidence                        | RI.8.9    | REL        |                   |   |           |            |
| <b>DOMAIN: Reading Standards for Literacy in History/Social Studies</b> |           |           |            |                 |   |           |            |                   |   |           |            |
| <b>Key Ideas and Details</b>  |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RH.KID.1.1.b  | Distinguish between a primary source and a secondary source   | RH.6-8.1  | REL        | 8.RH.KID.2.2.c    | Create an accurate and objective summary of a primary and secondary source                        | RH.6-8.2  | MID        |
|   |           |           |            | 8.RH.KID.1.2.b  | Cite compelling evidence to support key ideas in a primary and secondary source   | RH.6-8.1  | SUP        |                   |   |           |            |
|   |           |           |            | 8.RH.KID.1.3.b  | Evaluate the strength of evidence provided in a primary and secondary source to support a key idea  | RH.6-8.1  | GEN        |                   |   |           |            |
|   |           |           |            | 8.RH.KID.2.1.b  | Describe the central idea of a primary and secondary source   | RH.6-8.2  | MID        |                   |   |           |            |
|   |           |           |            | 8.RH.KID.3.1.b  | Identify the steps of a process described in a multiparagraph history/social science text   | RH.6-8.3  | REL        |                   |   |           |            |
|   |           |           |            | 8.RH.KID.3.2.b  | Summarize a process described in a history/social studies text  | RH.6-8.3  | MID        |                   |   |           |            |
| <b>Craft and Structure</b>  |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.4.1.b  | Determine the meaning of content related vocabulary that appear throughout a history/social studies text                                    | RH.6-8.4  |            |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.4.2.b  | Determine the meaning of words and phrases in the context of the entire history/social studies text   | RH.6-8.4  | MOW        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.4.3.b  | Describe changes in the meaning of words and phrases over the course of a history/social studies text                                       | RH.6-8.4  | REL        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.5.1.b  | Analyze the differences among historical/social studies texts that use sequential, comparative, or causal structures to present information | RH.6-8.5  | REL        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.5.2.b  | Relate the use of a sequential, comparative, or causal structure in a history/social science text to the author's purpose                   | RH.6-8.5  | REL        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.6.1.b  | Evaluate the impact of emotive language in a history/social studies text in achieving an author's point of view or purpose                  | RH.6-8.6  | MID        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.6.2.b  | Analyze how the inclusion of ideas and details in a history/social studies text achieve an author's point of view or purpose                | RH.6-8.6  | MID        |                   |   |           |            |
|   |           |           |            | 8.RH.CAS.6.3.b  | Analyze how the exclusion of key ideas and details in a history/social studies text relates to an author's point of view or purpose         | RH.6-8.6  | MID        |                   |   |           |            |
| <b>Integration of Knowledge and Ideas</b>                               |           |           |            |                 |   |           |            |                   |   |           |            |
|   |           |           |            | 8.RH.IKI.8.1.b  | Analyze the impact of fact and opinion presented in a history/social studies text on making a reasoned judgment                             | RH.6-8.8  | REL        | 8.RH.IKI.7.1.c    | Integrate visual information from print and digital history/social studies with other information | RH.6-8.7  |            |
|   |           |           |            | 8.RH.IKI.8.2.b  | Differentiate between an opinion and a reasoned judgment in a history/social studies text   | RH.6-8.8  | REL        |                   |   |           |            |
|   |           |           |            | 8.RH.IKI.8.3.b  | Differentiate between a fact and a reasoned judgment in a history/social studies text   | RH.6-8.8  | REL        |                   |   |           |            |

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| OCS Code  | Benchmark  | CCSS Code | CRS Strand | OCS Code        | Benchmark  | CCSS Code | CRS Strand | OCS Code          | Benchmark  | CCSS Code | CRS Strand |
|   |  |           |            | 8.RH.IKI.9.1.b  | Analyze the treatment of the same topic in several primary and secondary sources   | RH.6-8.9  | REL        |                   |  |           |            |
|   |  |           |            | 8.RH.IKI.9.2.b  | Compare and contrast the treatments of the same topic in several primary and secondary sources   | RH.6-8.9  | REL        |                   |  |           |            |
| <b>DOMAIN: Reading Standards for Literacy in Science and Technical Subjects</b> |  |           |            |                 |  |           |            |                   |  |           |            |
| <b>Key Ideas and Details</b>  |  |           |            |                 |  |           |            |                   |  |           |            |
|   |  |           |            | 8.RST.KID.1.1.b | Cite compelling evidence from a science or technical text to support an analysis of a key point  | RST.6-8.1 | SUP        | 8.RST.KID.2.2.c   | Create an accurate and objective summary of a passage or chapter from a science or technical text  | RST.6-8.2 | MID        |
|   |  |           |            | 8.RST.KID.2.1.b | Determine a key idea using compelling evidence from a science or technical text  | RST.6-8.2 | MID        | 8.RST.KID.2.3.c   | Develop a conclusion based on a passage or a chapter of a science or technical text  | RST.6-8.2 | GEN        |
|   |  |           |            |                 |  |           |            | 8.RST.KID.3.1.c   | Follow a multistep procedure from a science or technical text when carrying out an experiment  | RST.6-8.3 | REL        |
|   |  |           |            |                 |  |           |            | 8.RST.KID.3.2.c   | Follow a multistep procedure from a science or technical text when taking measurements   | RST.6-8.3 | REL        |
|   |  |           |            |                 |  |           |            | 8.RST.KID.3.3.c   | Follow a multistep procedure in a science or technical text when performing technical tasks  | RST.6-8.3 | REL        |
| <b>Craft and Structure</b>  |  |           |            |                 |  |           |            |                   |  |           |            |
| 8.RST.CAS.4.1.a   | Recognize the meaning of symbols that are found in a science or technical text | RST.6-8.4 |            | 8.RST.CAS.4.2.b | Determine the meaning of key terms used in the context of a science or technical text  | RST.6-8.4 | MOW        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.4.3.b | Determine the meaning of domain-specific words and phrases found in a science or technical text  | RST.6-8.4 | MOW        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.5.1.b | Analyze how the organizational structure of a science or technical text contributes to an understanding of the topics presented                            | RST.6-8.5 | TOD        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.5.2.b | Analyze how the organizational structure of a science or technical text contributes to an understanding of its meaning as a whole                          | RST.6-8.5 | TOD        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.6.1.b | Analyze the author's purpose in explaining an experiment in a science or technical text  | RST.6-8.6 | MID        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.6.2.b | Analyze the author's purpose in describing a procedure for an experiment in a science or technical text  | RST.6-8.6 | MID        |                   |  |           |            |
|   |  |           |            | 8.RST.CAS.6.3.b | Analyze the author's purpose in discussing an experiment in a science or technical text  | RST.6-8.6 | MID        |                   |  |           |            |
| <b>Integration of Knowledge and Ideas</b>                                       |  |           |            |                 |  |           |            |                   |  |           |            |
|   |  |           |            | 8.RST.IKI.8.1.b | Locate examples of facts, reasoned judgment based on research, and speculation in a science or technical text  | RST.6-8.8 | GEN        | 8.RST.IKI.7.1.c   | Integrate a visual representation of quantitative or technical information with the same information expressed in words in scientific or technical words | RST.6-8.7 |            |
|   |  |           |            | 8.RST.IKI.8.2.b | Distinguish among facts, reasoned judgment based on research, and speculation that are presented in a science or technical text                            | RST.6-8.8 | REL        |                   |  |           |            |
|   |  |           |            | 8.RST.IKI.9.1.b | Compare and contrast information gained from science or technical text with information gained from experiments, simulations, video, or multimedia sources | RST.6-8.9 | REL        |                   |  |           |            |
| <b>DOMAIN: Writing Standards</b>  |  |           |            |                 |  |           |            |                   |  |           |            |
| <b>Text Types and Purposes</b>  |  |           |            |                 |  |           |            |                   |  |           |            |
|   |  |           |            |                 |  |           |            | 8.W.TTP.1.1-1.c   | Introduce claim(s) when writing an argumentative essay   | W8.1a     | OUC        |

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|            |           |           |            |                 |           |           |            | 8.W.TTP.1.1-2.c   | Address alternate or opposing claims when writing an argumentative essay  | W8.1a     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.1-3.c   | Organize reasons and evidence logically when writing an argumentative essay   | W8.1a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.2-1.c   | Cite logical reasons and relevant evidence to support claims when writing an argumentative essay  | W8.1b     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.2-2.c   | Use accurate, credible sources when writing an argumentative essay  | W8.1b     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.2-3.c   | Write accurately about a topic or text when writing an argumentative essay  | W8.1b     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.3-1.c   | Use words, phrases, and clauses to create cohesion when writing an argumentative essay  | W8.1c     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.3-2.c   | Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence when writing an argumentative essay     | W8.1c     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.4.c     | Maintain a formal style when writing an argumentative essay   | W8.1d     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.1.5.c     | Write a concluding statement or section that follows from and supports an argument when writing an argumentative essay                    | W8.1e     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.1-1.c   | Introduce a topic when writing an informative/explanatory text by previewing what is to follow  | W8.2a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.1-2.c   | Organize ideas, concepts, and information into broad categories when writing an informative/explanatory text                              | W8.2a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.2-1.c   | Use a variety of methods to aid comprehension when writing an informative/explanatory text  | W8.2b     |            |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.2-2.c   | Develop a topic with relevant, well-chosen information and examples when writing an informative/explanatory text                          | W8.2b     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.3-1.c   | Use appropriate and varied transitions to create cohesion when writing an informative/explanatory text                                    | W8.2c     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.3-2.c   | Use appropriate and varied transitions to clarify the relationships among ideas and concepts when writing an informative/explanatory text | W8.2c     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.4.c     | Use precise language and domain-specific vocabulary to explain a topic when writing an informative/explanatory text                       | W8.2d     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.5.c     | Maintain a formal style when writing an informative/explanatory text  | W8.2e     | WCH        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.2.6.c     | Write a concluding statement or section that follows from and supports the information when writing an informative/explanatory text       | W8.2f     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.3.1-1.c   | Introduce a narrator and/or characters when writing a narrative   | W8.3a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.3.1-2.c   | Organize an event sequence that unfolds naturally and logically when writing a narrative  | W8.3a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.3.1-3.c   | Orient the reader by establishing a context and point of view when writing a narrative  | W8.3a     | OUC        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.3.2.c     | Develop events and/or characters when writing a narrative   | W8.3b     | TOD        |
|            |           |           |            |                 |           |           |            | 8.W.TTP.3.3-1.c   | Use a variety of transition words, phrases, and clauses to convey sequence when writing a narrative                                       | W8.3c     | WCH        |

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| a. Acquire                                      |   |           |            | b. Make Meaning  |   |           |            | c. Transfer/Apply |   |           |            |
|---|---|-----------|------------|------------------|---|-----------|------------|-------------------|---|-----------|------------|
| OCS Code  | Benchmark   | CCSS Code | CRS Strand | OCS Code         | Benchmark   | CCSS Code | CRS Strand | OCS Code          | Benchmark   | CCSS Code | CRS Strand |
|   |   |           |            |                  |   |           |            | 8.W.TTP.3.3-2.c   | Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another when writing a narrative | W8.3c     | WCH        |
|   |   |           |            |                  |   |           |            | 8.W.TTP.3.3-3.c   | Use a variety of transition words, phrases, and clauses to show the relationships among events when writing a narrative                     | W8.3c     | OUC        |
|   |   |           |            |                  |   |           |            | 8.W.TTP.3.4.c     | Use appropriate words and phrases to convey experiences and events when writing a narrative   | W8.3d     | WCH        |
|   |   |           |            |                  |   |           |            | 8.W.TTP.3.5.c     | Write a conclusion that follows from and reflects on the narrated events when writing a narrative   | W8.3e     | OUC        |
| <b>Production and Distribution of Writing</b>   |   |           |            |                  |   |           |            |                   |   |           |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.4.1.c     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience         | W8.4      |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.5.1.c     | Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach  | W8.5      |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.5.2.c     | Strengthen writing as needed by focusing on the appropriateness of writing for its purpose and audience                                     | W8.5      |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.6.1.c     | Use technology to produce and publish writing   | W8.6      |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.6.2.c     | Use technology to present the relationships between information and ideas efficiently when producing and publishing writing                 | W8.6      |            |
|   |   |           |            |                  |   |           |            | 8.W.PDW.6.3.c     | Use technology to collaborate with others when producing and distributing writing   | W8.6      |            |
| <b>Research to Build and Present Knowledge</b>  |   |           |            |                  |   |           |            |                   |   |           |            |
| 8.W.RBK.8.6.a                                   | Use a standard format for the citation of sources in a short research project | W8.8      |            | 8.W.RBK.7.2.b    | Generate multiple research questions for a short research project   | W8.7      |            | 8.W.RBK.7.1.c     | Conduct short research projects to answer a question  | W8.7      |            |
|   |   |           |            | 8.W.RBK.8.1.b    | Gather relevant information from multiple sources for use in a short research project                                   | W8.8      |            | 8.W.RBK.7.3.c     | Generate a research question based on several sources of information  | W8.7      |            |
|   |   |           |            | 8.W.RBK.8.2.b    | Gather information for a short research project by using search terms effectively                                       | W8.8      |            |                   |   |           |            |
|   |   |           |            | 8.W.RBK.8.3.b    | Evaluate the credibility and accuracy of each source of information considered for use in a short research project      | W8.8      |            |                   |   |           |            |
|   |   |           |            | 8.W.RBK.8.4.b    | Quote sources of information to avoid plagiarism in a short research project  | W8.8      |            |                   |   |           |            |
|   |   |           |            | 8.W.RBK.8.5.b    | Paraphrase sources of information to avoid plagiarism in a short research project                                       | W8.8      |            |                   |   |           |            |
|   |   |           |            | 8.W.RBK.9.1.b    | Use Reading Standards for Literature to support analysis, reflection, and research for a short research project         | W8.9a     |            |                   |   |           |            |
|   |   |           |            | 8.W.RBK.9.2.b    | Use Reading Standards for Informational Text to support analysis, reflection, and research for a short research project | W8.9b     |            |                   |   |           |            |
| <b>DOMAIN: Speaking and Listening Standards</b> |   |           |            |                  |   |           |            |                   |   |           |            |
| <b>Comprehension and Collaboration</b>          |   |           |            |                  |   |           |            |                   |   |           |            |
|   |   |           |            | 8.SL.CAC.1.1-1.b | Prepare for a group discussion by reading or researching material related to a topic                                    | SL8.1a    |            | 8.SL.CAC.1.1-2.c  | Provide evidence about a topic based on preparation during a group discussion   | SL8.1a    |            |
|   |   |           |            | 8.SL.CAC.1.4-2.b | Evaluate one's own views in light of the evidence presented in group discussion   | SL8.1d    |            | 8.SL.CAC.1.2-1.c  | Follow rules for a collegial group discussion where decision-making is required   | SL8.1b    |            |

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| OCS Code                                   | Benchmark | CCSS Code | CRS Strand | OCS Code        | Benchmark   | CCSS Code | CRS Strand | OCS Code          | Benchmark  | CCSS Code | CRS Strand |
|  |           |           |            | 8.SL.CAC.2.1.b  | Relate the purpose of information to its presentation in diverse oral media formats               | SL8.2     |            | 8.SL.CAC.1.2-2.c  | Track progress toward specific goals and deadlines in a group discussion   | SL8.1b    |            |
|  |           |           |            | 8.SL.CAC.2.2.b  | Evaluate the point of view expressed in information presented orally in diverse media and formats | SL8.2     |            | 8.SL.CAC.1.2-3.c  | Define individual roles as needed in a group discussion  | SL8.1b    |            |
|  |           |           |            | 8.SL.CAC.3.1.b  | Describe the specific claims that support an argument in a presentation                           | SL8.3     |            | 8.SL.CAC.1.3-1.c  | Ask questions that integrate the ideas of several speakers during a group discussion                               | SL8.1c    |            |
|  |           |           |            | 8.SL.CAC.3.2.b  | Evaluate the soundness of reasoning presented by a speaker  | SL8.3     |            | 8.SL.CAC.1.3-2.c  | Respond to others' questions and comments with relevant ideas during a group discussion                            | SL8.1c    |            |
|  |           |           |            | 8.SL.CAC.3.3.b  | Evaluate the relevance of evidence presented by a speaker   | SL8.3     |            | 8.SL.CAC.1.4-1.c  | Acknowledge group members who share new information during a group discussion                                      | SL8.1d    |            |
| <b>Presentation of Knowledge and Ideas</b> |           |           |            |                 |   |           |            |                   |  |           |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.4.1.c    | Present claims and findings in a focused and coherent way in an oral presentation                                  | SL8.4     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.4.2.c    | Cite compelling evidence and reasoning that support claims and findings in an oral presentation                    | SL8.4     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.4.3.c    | Use appropriate eye-contact, volume, and pronunciation when presenting orally                                      | SL8.4     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.5.1.c    | Present information in an oral presentation by integrating multimedia and visual displays                          | SL8.5     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.5.2.c    | Integrate multimedia and visual displays into an oral presentation to strengthen claims and evidence               | SL8.5     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.5.3.c    | Engage student interest by integrating multimedia and visual displays into an oral presentation                    | SL8.5     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.6.1.c    | Adapt a speech to a variety of contexts and tasks  | SL8.6     |            |
|  |           |           |            |                 |   |           |            | 8.SL.PKI.6.2.c    | Use formal English in an oral presentation when it is appropriate to the task and situation                        | SL8.6     |            |
| <b>DOMAIN: Language Standards</b>          |           |           |            |                 |   |           |            |                   |  |           |            |
| <b>Conventions of Standard English</b>     |           |           |            |                 |   |           |            |                   |  |           |            |
|  |           |           |            | 8.L.CSE.1.1-1.b | Define the general function of gerunds, participles, and infinitives                              | L8.1a     | SSF        | 8.L.CSE.1.2-2.c   | Use verbs in the active voice when writing or speaking   | L8.1b     | SSF        |
|  |           |           |            | 8.L.CSE.1.1-2.b | Use gerunds, participles, and infinitives appropriately when writing or speaking                  | L8.1a     | SSF        | 8.L.CSE.1.2-4.c   | Use verbs in the active and passive voice when writing or speaking   | L8.1b     | SSF        |
|  |           |           |            | 8.L.CSE.1.2-1.b | Construct verbs in the active voice   | L8.1b     | SSF        | 8.L.CSE.1.3-2.c   | Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when writing or speaking | L8.1c     | SSF        |
|  |           |           |            | 8.L.CSE.1.2-3.b | Construct verbs in the passive voice  | L8.1b     | SSF        | 8.L.CSE.2.1.c     | Use a comma, ellipsis, and dash to indicate a pause or break when writing  | L8.2a     | COP        |
|  |           |           |            | 8.L.CSE.1.3-1.b | Construct verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood   | L8.1c     | SSF        | 8.L.CSE.2.2.c     | Use an ellipsis to indicate an omission when writing   | L8.2b     | COP        |
|  |           |           |            | 8.L.CSE.1.4.b   | Edit writing with inappropriate shifts in verb voice and mood                                     | L8.1d     | SSF        |                   |  |           |            |
|  |           |           |            | 8.L.CSE.2.3.b   | Spell grade-appropriate words correctly when writing  | L8.2c     |            |                   |  |           |            |
| <b>Knowledge of Language</b>               |           |           |            |                 |   |           |            |                   |  |           |            |
|  |           |           |            |                 |   |           |            | 8.L.KOL.3.1-1.c   | Use verbs in the active and passive voice to create an effect when writing or speaking                             | L8.3a     | SSF        |
|  |           |           |            |                 |   |           |            | 8.L.KOL.3.1-2.c   | Use conditional and subjunctive mood to create an effect when writing or speaking                                  | L8.3a     | SSF        |
| <b>Vocabulary Acquisition and Use</b>      |           |           |            |                 |   |           |            |                   |  |           |            |

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|-----------------|--|-----------|------------|-----------------|--|-----------|------------|-------------------|---|-----------|------------|
| OCS Code        | Benchmark  | CCSS Code | CRS Strand | OCS Code        | Benchmark  | CCSS Code | CRS Strand | OCS Code          | Benchmark   | CCSS Code | CRS Strand |
| 8.L.VAU.4.3-1.a | Find the pronunciation of a word by consulting general and specialized reference materials     | L8.4c     |            | 8.L.VAU.4.1.b   | Determine the meaning of a word or phrase by using a range of strategies                             | L8.4a     |            | 8.L.VAU.6.1.c     | Use general academic words and phrases accurately   | L8.6      | WCH        |
| 8.L.VAU.4.3-2.a | Clarify a word's precise meaning by consulting general and specialized reference materials     | L8.4c     |            | 8.L.VAU.4.2.b   | Determine the meaning of a word by using grade-appropriate Greek or Latin affixes and roots as clues | L8.4b     |            | 8.L.VAU.6.2.c     | Use domain-specific words and phrases accurately  | L8.6      | WCH        |
| 8.L.VAU.4.3-3.a | Clarify the part of speech of a word by consulting general and specialized reference materials | L8.4c     |            | 8.L.VAU.4.4.b   | Verify the preliminary determination of the meaning of a word or phrase using strategies             | L8.4d     | MOW        | 8.L.VAU.6.3.c     | Apply vocabulary knowledge when considering which word or phrase to use for comprehension or expression | L8.6      | WCH        |
|                 |  |           |            | 8.L.VAU.5.1.b   | Interpret figures of speech in context when presented orally or in writing                           | L8.5a     | MOW        |                   |   |           |            |
|                 |  |           |            | 8.L.VAU.5.2.b   | Determine the meaning of words related to each other when presented orally or in writing             | L8.5b     |            |                   |   |           |            |
|                 |  |           |            | 8.L.VAU.5.3.b   | Distinguish among connotative and denotative words that are presented orally or in writing           | L8.5c     |            |                   |   |           |            |