

**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
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
				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				
Craft and Structure											
				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				
Integration of Knowledge and Ideas											
				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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				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				
DOMAIN: Reading Standards for Informational Text											
Key Ideas and Details											
				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				
Craft and Structure											
				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				
Integration of Knowledge and Ideas											
				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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				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				
DOMAIN: Reading Standards for Literacy in History/Social Studies											
Key Ideas and Details											
				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				
Craft and Structure											
				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				
Integration of Knowledge and Ideas											
				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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				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				
DOMAIN: Reading Standards for Literacy in Science and Technical Subjects											
Key Ideas and Details											
				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
Craft and Structure											
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				
Integration of Knowledge and Ideas											
				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				
DOMAIN: Writing Standards											
Text Types and Purposes											
								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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								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
Production and Distribution of Writing											
								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	
Research to Build and Present Knowledge											
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					
DOMAIN: Speaking and Listening Standards											
Comprehension and Collaboration											
				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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				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	
Presentation of Knowledge and Ideas											
								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	
DOMAIN: Language Standards											
Conventions of Standard English											
				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					
Knowledge of Language											
								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
Vocabulary Acquisition and Use											

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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.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					