Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade

Seventh Grade

Eighth Grade

Foundational Skills Priority Standard - Kindergarten
K.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.
K.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
K.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding.

Informational Text Priority Standard - Kindergarten
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.10 Actively engage in group reading activities with purpose and understanding.

Literature Priority Standard - Kindergarten
RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.K.10 Actively engage in group reading activities with purpose and understanding.

Language Priority Standard - Kindergarten
K.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
K.L.1.a Conventions: Print many upper- and lowercase letters.
K.L.1.f Conventions: Produce and expand complete sentences in shared language activities.
K.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
K.L.2.b Conventions: Recognize and name end punctuation.
K.L.2.c Conventions: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.

Writing Priority Standard - Kindergarten
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Foundational Skills Priority Standard - First Grade
1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.
1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

Informational Text Priority Standard - First Grade
RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Identify the main topic and retell key details of a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Literature Priority Standard - First Grade
RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Language Priority Standard - First Grade
1.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Writing Priority Standard - First Grade
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Foundational Skills Priority Standard - Second Grade
2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.

Informational Text Priority Standard - Second Grade
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Literature Priority Standard - Second Grade
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 Describe how characters in a story respond to major events and challenges.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Priority Standard - Second Grade
2.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Writing Priority Standard - Second Grade
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Foundational Skills Priority Standard - Third Grade
3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.

Informational Text Priority Standard - Third Grade
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Literature Priority Standard - Third Grade
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Language Priority Standard - Third Grade
3.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Writing Priority Standard - Third Grade
W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.

Speaking and Listening Priority Standard - Third Grade
3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
3.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)

Informational Text Priority Standard - Fourth Grade
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas or concepts in a historical scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end range.

Literature Priority Standard - Fourth Grade
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Priority Standard - Fourth Grade
4.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing Priority Standard - Fourth Grade
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Priority Standard - Fourth Grade
4.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
4.SL.2 Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.6 Presentation of Knowledge and Ideas: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)

Informational Text Priority Standard - Fifth Grade
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Literature Priority Standard - Fifth Grade
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Language Priority Standard - Fifth Grade
5.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.2 Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Writing Priority Standard - Fifth Grade
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas

are logically grouped to support the writer's purpose.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Priority Standard - Fifth Grade
5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Informational Text Priority Standard - Sixth Grade
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Literature Priority Standard - Sixth Grade
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Priority Standard - Sixth Grade
6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Priority Standard - Sixth Grade
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Speaking and Listening Priority Standard - Sixth Grade
6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Informational Text Priority Standard - Seventh Grade
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Literature Priority Standard - Seventh Grade
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Priority Standard - Seventh Grade
7.L.1 Conventions: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.L.1.a Conventions: Explain the function of phrases and clauses in general and their function in specific sentences.
7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Priority Standard - Seventh Grade
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Priority Standard - Seventh Grade
7.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
7.SL.2 Comprehension and Collaboration: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Informational Text Priority Standard - Eighth Grade
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.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.
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.
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.
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.

Literature Priority Standard - Eighth Grade
RL.8.2 Key Ideas and Details: 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.
RL.8.3 Key Ideas and Details: 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.
RL.8.5 Craft and Structure: 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.
RL.8.10 Range of Reading and Level of Text Complexity: 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.

Language Priority Standard - Eighth Grade
8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
8.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Priority Standard - Eighth Grade
W.8.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W.8.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.9.a Research to Build and Present Knowledge: 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").
W.8.9.b Research to Build and Present Knowledge: 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").
W.8.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Priority Standard - Eighth Grade
8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
8.SL.4 Presentation of Knowledge and Ideas: 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.