



Essential Standards

Essential Standards Quick Guide – ELA 8

This document outlines the essential standards for ELA Grade 8.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

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RC.8.3. Draw several pieces of evidence from grade-level texts that strongly support both what is said explicitly and what is implied, including quoting and paraphrasing from relevant sections and accurately citing textual references.
RC.8.5a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
RC.8.5d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.
RC.8.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
RC.8.6d. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.
VD.8.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
VD.8.2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off).
RS.8.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
W.8.2. Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.
W.8.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts,

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definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
W.8.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language, and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another, and provide a conclusion that follows from the narrated event(s).
ODC.8.1. Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
ODC.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.
GC.8.2a. Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.

For Questions Contact

Content and Curriculum
 Leslie Younger
 lyounger@sde.idaho.gov
 Idaho Department of Education
 650 W State Street, Boise, ID 83702
 208 332 6800 | www.sde.idaho.gov