

# Mississippi, Grade 8

| Mississippi Strand/Standard       | Focus of Mississippi Standard  | For More Information |
|-----------------------------------|--|----------------------|
| <b>Reading Literature</b>         |  |                      |
| RL.1                              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text   | R1 pp. 6–11          |
| RL.2                              | Determine the theme or central idea of a text and analyze its development, including its relationship to the characters, setting, and plot; provide an objective summary of the text | R2 pp. 12–19         |
| RL.3                              | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision                                    | R3 pp. 20–25         |
| RL.4                              | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings   | R4 pp. 26–33         |
| RL.5                              | Compare and contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style   | R5 pp. 34–39         |
| RL.6                              | Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor  | R6 pp. 40–47         |
| RL.7                              | Analyze the extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script  | R7 pp. 48–55         |
| RL.8                              | NA   |                      |
| RL.9                              | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional stories, describing how the material is rendered new                   | R9 pp. 64–71         |
| RL.10                             | Read and comprehend literature of appropriate complexity independently with proficiency  | R10 pp. 72–77        |
| <b>Reading Informational Text</b> |  |                      |
| RI.1                              | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text   | R1 pp. 6–11          |
| RI.2                              | Determine the central idea of a text and analyze its development, including its relationship to supporting ideas; provide an objective summary of the text                           | R2 pp. 12–19         |
| RI.3                              | Analyze how a text makes connections among distinctions between individuals, ideas, or events  | R3 pp. 20–25         |
| RI.4                              | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings   | R4 pp. 26–33         |
| RI.5                              | Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept   | R5 pp. 34–39         |
| RI.6                              | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints                                  | R6 pp. 40–47         |
| RI.7                              | Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea   | R7 pp. 48–55         |
| RI.8                              | Delineate and evaluate the argument and specific claims in a text, assessing whether the reason is sound and the evidence is relevant and sufficient                                 | R8 pp. 56–63         |
| RI.9                              | Analyze a case in which two or more texts provide conflicting information on the same topic  | R9 pp. 64–71         |
| RI.10                             | Read and comprehend appropriately complex literary nonfiction, informational, and functional texts independently and proficiently  | R10 pp. 72–77        |
| <b>Writing</b>                    |  |                      |
| W.1                               | Write arguments to support claims with clear reasons and relevant evidence   | W1 pp. 82–89         |
| W.2                               | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly   | W2 pp. 90–99         |
| W.3                               | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences                               | W3 pp. 100–109       |
| W.4                               | Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience   | W4 pp. 110–115       |
| W.5                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach   | W5 pp. 116–121       |
| W.6                               | Use technology to produce and publish writing, link to and cite sources; interact and collaborate with others  | W6 pp. 122–127       |

| <b>Mississippi Strand/Standard</b>        | <b>Focus of Mississippi Standard</b>  | <b>For More Information</b> |
|---|---|-----------------------------|
| <b>Writing</b>                            |   |                             |
| W.7                                       | Conduct short research projects to answer a question, drawing on several sources and additional related questions for further investigation   | W7 pp. 128–133              |
| W.8                                       | Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and following a standard format for citation                      | W8 pp. 134–139              |
| W.9                                       | Draw evidence from literary or informational texts to support analysis, reflection, and research  | W9 pp. 140–147              |
| W.10                                      | Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences   | W10 pp. 148–153             |
| <b>Speaking and Listening</b>             |   |                             |
| SL.1                                      | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly  | SL1 pp. 158–163             |
| SL.2                                      | Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation  | SL2 pp. 164–169             |
| SL.3                                      | Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced | SL3 pp. 170–175             |
| SL.4                                      | Present claims and findings, emphasizing salient points in a focused coherent manner; use appropriate eye contact, adequate volume, and clear pronunciation   | SL4 pp. 176–181             |
| SL.5                                      | Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and findings, and add interest   | SL5 pp. 182–187             |
| SL.6                                      | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate   | SL6 pp. 188–193             |
| <b>Language</b>                           |   |                             |
| L.1                                       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking   | L1 pp. 198–203              |
| L.2                                       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing   | L2 pp. 204–209              |
| L.3                                       | Use knowledge of language and its conventions when writing, speaking, reading, or listening   | L3 pp. 210–215              |
| L.4                                       | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies   | L4 pp. 216–221              |
| L.5                                       | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  | L5 pp. 222–227              |
| L.6                                       | Acquire and use accurately general academic, and domain-specific words and phrases  | L6 pp. 228–233              |
| <b>Reading History/Social Studies</b>     |   |                             |
| RH.1                                      | Cite textual evidence to support analysis of primary and secondary sources  | R1 pp. 6–11                 |
| RH.2                                      | Determine the central ideas or information of a primary or secondary source; provide an objective summary   | R2 pp. 12–19                |
| RH.3                                      | Identify key steps in a text's description of a process related to history/social studies   | R3 pp. 20–25                |
| RH.4                                      | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies  | R4 pp. 26–33                |
| RH.5                                      | Describe how a text presents information  | R5 pp. 34–39                |
| RH.6                                      | Identify aspects of a text that reveal an author's point of view or purpose   | R6 pp. 40–47                |
| RH.7                                      | Integrate visual information with other information in print and digital texts  | R7 pp. 48–55                |
| RH.8                                      | Distinguish among fact, opinion, and reasoned judgment in a text  | R8 pp. 56–63                |
| RH.9                                      | Analyze the relationship between a primary and secondary source on the same topic   | R9 pp. 64–71                |
| RH.10                                     | Read and comprehend history/social studies texts of appropriate complexity independently with proficiency   | R10 pp. 72–77               |
| <b>Reading Science/Technical Subjects</b> |   |                             |
| RST.1                                     | Cite textual evidence to support analysis of science and technical texts  | R1 pp. 6–11                 |
| RST.2                                     | Determine the central ideas or conclusions of a text; provide an objective summary  | R2 pp. 12–19                |

(Continued)

| Mississippi Strand/Standard  | Focus of Mississippi Standard   | For More Information |
|--|---|----------------------|
| <b>Reading Science/Technical Subjects</b>                            |   |                      |
| RST.3  | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks  | R3 pp. 20–25         |
| RST.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases  | R4 pp. 26–33         |
| RST.5  | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole   | R5 pp. 34–39         |
| RST.6  | Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment   | R6 pp. 40–47         |
| RST.7  | Integrate quantitative or technical information expressed in words with a version of the information expressed visually   | R7 pp. 48–55         |
| RST.8  | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text  | R8 pp. 56–63         |
| RST.9  | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic                    | R9 pp. 64–71         |
| RST.10   | Read and comprehend appropriately complex science/technical texts independently and proficiently  | R10 pp. 72–77        |
| <b>Writing History/Social Studies and Science/Technical Subjects</b> |   |                      |
| WHST.1   | Write arguments based on discipline-specific content  | W1 pp. 82–89         |
| WHST.2   | Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes                                       | W2 pp. 90–99         |
| WHST.3   | NA  |                      |
| WHST.4   | Produce writing in which the development, organization, and style are appropriate to the task, purpose, and audience  | W4 pp. 110–115       |
| WHST.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach  | W5 pp. 116–121       |
| WHST.6   | Use technology to produce and publish writing as well as to interact with others; demonstrate keyboarding skills  | W6 pp. 122–127       |
| WHST.7   | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate  | W7 pp. 128–133       |
| WHST.8   | Gather information from print and digital sources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism and providing basic bibliographic information | W8 pp. 134–139       |
| WHST.9   | Draw evidence from informational texts to support analysis, reflection, and research  | W9 pp. 140–147       |
| WHST.10  | Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences   | W10 pp. 148–153      |