

This document merges two DESE documents: the Grade 8 portion of the [English Language Arts 6-12 Missouri Learning Standards](#) and [MLS Expectations Terminology 6-12](#). (Updated 6/2020)

	MLS Expectation	Explanation	Example
Reading Literary Text			
Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference			
8.RL.1.A	<p>Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw Conclusions vs. Infer As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> 1. make logical assumptions about information not directly stated in text; 2. draw logical conclusions supported by textual evidence; 3. make logical predictions based on the textual evidence. <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting</p>	<p>Draw Conclusions vs. Infer After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p>

		<p>evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p>Citing Textual Evidence Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)</p>	<p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p>Citing Textual Evidence Student response citing textual evidence: <i>I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
8.RL.1.B	Determine the meaning of words and phrases as they are used in the text,	Figurative Language	

	including figurative and connotative meanings using context, affixes or reference materials.	<i>(In the ELA K-5 MLS, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			
8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	Visual Elements of a Text Literary text example: A graphic novel, such as <i>Maus</i> by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop character.
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Theme			
8.RL.1.D	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.		
Analyze Craft and Structure (Approaching Texts as a Writer): Structure			

8.RL.2.A	Analyze how an author’s choice concerning a text’s form or overall structure contributes to meaning.	<p>Text’s Form/Structure The internal organization of literary or informational texts.</p> <p>Literary texts typically have literary elements such as characters, setting, problem/solution and plot that are organized to allow the series of events to unfold in a dramatic way. Events may unfold in sequence, or events may be presented out of order via the use of flashbacks or visionary experiences.</p>	<p>Text’s Form/Structure Literary text example: John Steinbeck’s <i>The Grapes of Wrath</i> employs a structure in which narrative and descriptive chapters alternate, the descriptive chapters providing context for the narrative of the Joad family.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
8.RL.2.B	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	<p>Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p> <p>In literary text, point of view/perspective is how the narrator perceives what is happening in the story.</p>	<p>Point of View (as Perspective) Literary text example: In <i>To Kill a Mockingbird</i>, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.</p>
Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
8.RL.2.C	Analyze how specific word choices and sentence structures contribute to meaning and tone.		

Analyze Craft and Structure (Approaching Texts as a Writer): Interaction and Meaning			
8.RL.2.D	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	Literary Devices As used in this expectation, the term <i>literary devices</i> is used synonymously with the term <i>literary techniques</i> , those structures that enhance understanding and appreciation of the piece of writing.	Literary Devices Metaphor, simile, hyperbole, personification, irony, etc.
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Text in Forms			
8.RL.3.A	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships in Texts			
8.RL.3.B	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context			
8.RL.3.C	Explain how themes reflect historical and/or cultural contexts.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension			

8.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		
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Reading Informational Text

Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference

8.RI.1.A	<p>Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Draw Conclusions vs. Infer As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> 4. make logical assumptions about information not directly stated in text; 5. draw logical conclusions supported by textual evidence; 6. make logical predictions based on the textual evidence. <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting</p>	<p>Draw Conclusions vs. Infer After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “yes” or “no.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p>
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		<p>evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p> <p>Citing Textual Evidence Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)</p>	<p>After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p> <p>Citing Textual Evidence Student response citing textual evidence: <i>I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
8.RI.1.B	Determine the meaning of words and phrases as they are used in the text,	Figurative Language	

	including figurative , connotative and content-specific meanings using context, affixes or reference materials.	<i>(In the ELA K-5 MLS, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i>	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			
8.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	<p>Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.</p> <p>Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p>	<p>Visual Elements of a Text Informational text example: Magazines, such as <i>National Geographic</i>, often contain photos and charts to enhance or supplement the information in the articles.</p> <p>Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film</p>

			will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Claim			
8.RI.1.D	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.		
Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
8.RI.2.A	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	<p>Text Organization The sequence in which information is presented.</p> <p>Text's Form/Structure The internal organization of literary or informational texts.</p> <p>Authors of informational texts use a structure that best conveys</p>	<p>Text Organization Walter Dean Myers's novel <i>Monster</i> structures the narrative intermittently using the protagonist's personal journal entries and a screenplay of events that happened in his life. The narrative is organized chronologically to follow the protagonist's court trial but frequently includes flashbacks to events that occurred before the trial.</p> <p>Text's Form/Structure Informational text example: A social studies textbook chapter may be written in chronological order but may contain a paragraph that</p>

		information or ideas. A nonfiction text can have one overall text structure or several different text structures. Examples of types of text structure include sequential, problem/solution, cause/effect, description, compare/contrast and classification.	explains a cause-and-effect relationship within that chronology.
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
8.RI.2.B	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i>	Point of View (as Perspective) Informational text example: Susan Cain, in her book <i>Quiet</i> , champions the important role introverts play in a society that increasingly values collaboration among extroverts.
Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
8.RI.2.C	Analyze how word choice and sentence structure contribute to meaning and tone.		
Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence			
8.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Texts/Forms			

<p>8.RI.3.A</p>	<p>Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.</p>	<p>Media/Medium/Mediums A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p> <p>Techniques Unique to Each Medium Novelists, poets, journalists, biographers, filmmakers, musicians, etc. use the techniques at their disposal to convey their message.</p>	<p>Media/Medium/Mediums Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).</p> <p>Techniques Unique to Each Medium Students reading Anne Frank's <i>The Diary of a Young Girl</i> could compare and contrast the mood created by her narration with the mood created by the musical score in the movie version of her story.</p> <p>Some examples of techniques:</p> <ul style="list-style-type: none"> • Novelists—figurative language, characterization, etc. • Journalists—quotes, photographs • Filmmakers—lighting, musical score
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Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships/Texts			
8.RI.3.B	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context			
8.RI.3.C	Explain how the central ideas of text reflect historical and/or cultural contexts.		
Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension			
8.RI.3.D	Read and comprehend informational text independently and proficiently.		
Writing			
Approaching the Task as a Researcher: Research			
8.W.1.A	<p>a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital</p>	<p>Integrate Information Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point.</p> <p>Standard Citation System</p>	<p>Integrate Information A student wants to make the point that climate change is caused by using fossil fuels; the student combines critical pieces of relevant information from three different sources to support the claim.</p> <p>Standard Citation System</p>

	<p>sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Means for providing consistent, formal references to sources.</p> <p>Credibility The accuracy, reliability and trustworthiness of sources.</p> <p>Standard Format for Citation Citation formats or styles differ mostly in the location, order and syntax of information about references. There are two major divisions within most citation styles: documentary-note style and parenthetical style.</p>	<p>The most common citation systems are American Psychological Association (APA), Modern Language Association (MLA), Chicago Manual of Style (CMOS/Chicago) and Turabian.</p> <p>It is not necessary for students to memorize a specific style (MLA, APA, etc.); students should instead know how to use whichever style manual/guide is required for a particular research assignment.</p> <p>Credibility A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand, compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.</p> <p>Standard Format for Citation Sample parenthetical style within the written text: Professor Scott asserts that “environmental reform in Alaska in the 1970s accelerated rapidly with the pipeline expansion” (Scott 23).</p>
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		<p>Documentary-note style involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. Parenthetical style is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a “Works Cited” page is located at the end of the paper.</p>	
<p>Approaching the Task as a Writer: Development</p>			
<p>8.W.2.A</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques and relevant descriptive details.</p>	<p>Writing Process Steps taken to compose and publish a piece of writing.</p> <p>Voice The distinctive style or manner of expression developed through choices in diction, syntax, literary techniques, etc. that conveys the writer’s/speaker’s attitude (tone) or personality.</p>	<p>Writing Process Possible writing process:</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing <p>Voice In his “I Have a Dream” speech, Dr. Martin Luther King, Jr., uses extended metaphor to create a tone of urgent hope: “We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we’ve come to cash this check, a check that will give us upon demand the riches</p>

	<p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples and details; establish relationships between ideas and supporting evidence.</p> <p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships among claims, counterclaims and supporting evidence.</p>	<p>Point of View (as Perspective) <i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p>	<p>of freedom and the security of justice.”</p> <p>Point of View (as Perspective) Literary text example: In <i>To Kill a Mockingbird</i>, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.</p> <p>Informational text example: Susan Cain, in her book <i>Quiet</i>, champions the important role introverts play in a society that increasingly values collaboration among extroverts.</p>
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Approaching the Task as a Reader: Revise and Edit

<p>8.W.3.A</p>	<p>Review, revise and edit writing with consideration for the task, purpose and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer’s purpose.</p> <p>b. Word choice, syntax and style: Choose precise language and</p>	<p>Conventions of Standard English <i>(See Language strand in K-5 expectations for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)</i></p>	
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	<p>make syntactical choices appropriate for the style, task and audience.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>		
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Speaking and Listening

Collaborating: Conversation

8.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
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Collaborating: Questioning			
8.SL.1.B	Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas.		
Collaborating: Viewpoints of Others			
8.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Diverse Media <i>Diverse media</i> in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.	Diverse Media A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the student listens for media bias in the newscast.
Presenting: Verbal Delivery			
8.SL.2.A	Speak clearly, audibly and to the point, using conventions of language as appropriate to task , purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	Conventions of Language as Appropriate to Task Conventions of language when speaking means a standard way to express oneself in a manner that meets people’s expectations and helps ensure spoken utterances are received and understood. Observing	Conventions of Language as Appropriate to Task We commonly agree that in most cases a “sentence” in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The choice of whether to speak using a

		standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience.	particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event.
Presenting: Nonverbal			
8.SL.2.B	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.		
Presenting: Multimedia			
8.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence and add interest.		