



ELA Assessment Specifications for Teachers
Assessing the 2024 SC CCR ELA Standards
8th Grade

Introduction

The SC READY ELA assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR standards for 8th grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in English Language Arts (ELA) instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The SC READY ELA assessments are composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-6-8-item-types/>.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.AOR.8.1.1: Analyze how key elements contribute to the meaning of the text as a whole.

ELA.8.AOR.1.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 110 in the *2023 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Key Elements

Evidence Statements for ELA.8.AOR.1.1

The student will analyze *how* key elements contribute to the meaning of the text as a whole.

Assessment Limits/ Content Constraints

Determining the correct response will require:

- an understanding of key elements found in texts, including plot, characters, and setting.
- an understanding of *how* to analyze how key elements contribute to the meaning of a text as a whole.

Key elements *can include* setting, character, plot structure, conflict, descriptive details, specific events, and/or dialogue.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.

DOK Range: 2-3

ELA.8.AOR.1.2 :Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author’s use of symbolism.

ELA.8.AOR.1.2

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 110 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Figurative Language

Mood

Tone

Meaning

Symbolism

Evidence Statements for ELA.8.AOR.1.2

The student will analyze *how* figurative language:

- impacts mood in a text.
- impacts tone in a text.
- impacts meaning in a text.

The student will explain an author’s use of symbolism.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of all previously taught forms of figurative language and *how* to analyze an author’s use of figurative language including: alliteration(K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).

Determining the correct response will require an understanding of *how* figurative language impacts the:

- mood of the text.
- tone of the text.
- meaning of the text.

Determining the correct response will require an understanding of *how* to analyze:

- *how* figurative language impacts the mood of the text.
- *how* figurative language impacts the tone of the text.
- *how* figurative language impacts the meaning of the text.

Determining the correct response will require an understanding of:

- symbolism.
- *how* to explain an author’s use of symbolism.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

ELA.8.AOR.1.2

- **Mood:** The emotional atmosphere of a story or text; mood elicits feelings from the reader; writers create mood through setting, imagery, tone, and diction.
- **Tone:** A writer or speaker's feeling toward a subject, character, or audience communicated through the author's choice of words and detail.
- **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.

DOK Range: 2-3

ELA.8.AOR.2.1: Analyze how key details contribute to the development of two or more themes within and across literary texts.

ELA.8.AOR.2.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry, paired texts (Refer to page 110 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Key Details
Theme

Evidence Statements for ELA.8.AOR.2.1

The student will analyze *how* key details contribute to the development of two or more themes:

- within a literary text.
- across literary texts.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- *how* to identify key details in literary texts.
- theme and *how* to determine the theme of a literary text.
- *how* a theme is developed over the course of a text.

Determining the correct response will require an understanding of *how* to analyze:

- *how* key details contribute to the development of two or more themes within a literary text.
- *how* key details contribute to the development of two or more themes across literary texts.

On summative assessment, key details *can include* setting, character, plot structure, conflict, descriptive details, specific events, and/or dialogue.

For summative assessment purposes, *within and across texts* can refer to one or more texts.

For summative assessment purposes:

- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.

ELA.8.AOR.2.2

Text Types

Historical documents, news articles, informational texts, persuasive texts, personal essays, autobiographical and biographical sketches, primary and secondary sources, expository texts, and paired texts (Refer to page 110 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Supporting Details

Central Idea

Evidence Statements for ELA.8.AOR.2.2

The student will analyze *how*:

- supporting details contribute to the development of two or more central ideas *within* informational text.
- supporting details contribute to the development of two or more central ideas *across* informational texts.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- central idea and *how* to determine two or more central ideas in informational text(s).
- *how* supporting details contribute to the development of two or more central ideas in informational text(s).
- *how* to analyze how supporting details contribute to the development of two or more central ideas within an informational text.
- *how* to analyze how supporting details contribute to the development of two or more central ideas across informational texts.

For summative assessment purposes, *within and across* texts can refer to one or more texts.

For summative assessment purposes:

- **Supporting details** clarify, explain, describe, expand, or illustrate a central idea. Refer to ELA.8.C.2.1 for grade-level information.
- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.8.AOR.3.1: Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.

ELA.8.AOR.3.1

Text Types

Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 110 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Perspective
Effects
Suspense
Dramatic Irony

Evidence Statements for ELA.8.AOR.3.1

The student will analyze *how*:

- points of view create suspense.
- perspectives create suspense.
- points of view create dramatic irony.
- perspectives create dramatic irony.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of point of view and perspective in literary texts.

Determining the correct response will require an understanding of *how* to analyze:

- points of view to create effects to include suspense and dramatic irony.
- points of view to create effects to include suspense and dramatic irony.

For summative assessment purposes:

- **Point of view** is the type of narrator used to tell a story.
- **Perspective (literary text)** is how the narrator and/or characters perceive what is happening within the story. This perception affects how a narrator or character feels about people, places, or events and how a narrator or character reacts. It can also impact how the narrator or characters share (or withhold) information, impacting the reader's understanding of the text. Since the narrator and each character have different perspectives, the story will change depending on who is narrating.
- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.8.AOR.4.1: Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

ELA.8.AOR.4.1

Text Types

Speeches, essays, informational passages (Refer to page 110 in the *2023 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Analyze

Perspective

Purpose

Rhetoric

Evidence Statements for ELA.8.AOR.4.1

The student will analyze:

- an author’s perspective in a text.
- *how* an author uses rhetoric to advance an author’s perspective in a text.
- an author’s purpose in a text.
- *how* an author uses rhetoric to advance an author’s purpose in a text.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- *how* to analyze an author’s perspective.
- *how* an author uses rhetoric to advance that perspective.
- *how* to analyze an author’s purpose.
- *how* an author uses rhetoric to advance that purpose.

Determining a correct response will require an understanding of rhetoric (7), perspective(3), purpose (2), primary account (5), secondary account (7), and the rhetorical appeals of ethos, pathos, and logos (6).

For summative assessment purposes:

- **Perspective (in informational texts and speeches)** is an author or speaker’s unique attitude toward a topic or perception of an issue or event. How an author or speaker feels about a topic or event will affect how he/she writes or speaks about it. Considering perspective can reveal an author’s bias.
- **Purpose:** The author’s intent for writing the text.
- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view, and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
- **Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.**

DOK Range: 2-3

ELA.8.AOR.5.1: Determine and explain how an author’s choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.

ELA.8.AOR.5.1
Text Types
Literary fiction, literary nonfiction, historical fiction, epic, myth, drama, poetry (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Structure</u> (literary) <u>Manipulation of Time</u> (flashback and foreshadowing) <u>Effects</u> <u>Mystery</u> <u>Suspense</u>
Evidence Statements for ELA.8.AOR.5.1
<p>The student will determine an author’s choices in structuring a text.</p> <p>The student will determine <i>how</i> an author’s choices in structuring a text, including manipulation of time, create effects such as mystery and/or suspense.</p> <p>The student will explain an author’s choices in structuring a text.</p> <p>The student will explain <i>how</i> an author’s choices in structuring a text, including the manipulation of time, create effects such as mystery and/or suspense.</p>
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> an author’s choices in structuring a text, including manipulation of time through flashback. an author’s choice in structuring a text, including manipulation of time through foreshadowing. <p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> effects such as mystery and/or suspense. <i>how</i> to determine how an author’s choices in structuring a text, including the manipulation of time, create effects such as mystery and/or suspense. <i>how</i> to explain how an author’s choices in structuring a text, including the manipulation of time, create effects such as mystery and/or suspense. <p>Determining a correct response will require an understanding of theme (6), setting (6), and plot (6).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> By manipulating time, an author can slow down the pace of a story, speed up the pace of a story, and create effects such as suspense and/or mystery. Flashback and Foreshadowing are two methods an author may use to manipulate time. In this indicator, the structure of the text applies to the structuring of events within a literary text. Determine: To use information from a text to make an inference. Explain: To make an idea and/or concept clear by describing it in detail. <p>DOK Range: 2-3</p>

ELA.8.AOR.5.2: Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author’s purpose in an informational text.

ELA.8.AOR.5.2
Text Types
Speeches, essays, informational passages (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Informational Text Structure</u> <u>Sections of Text (sentence, paragraph, chapter, section)</u> <u>Text Features</u> <u>Author’s Purpose</u>
Evidence Statements for ELA.8.AOR.5.2
<p>The student will analyze:</p> <ul style="list-style-type: none"> the structure of individual text sections. <i>how</i> the structure of individual text structures conveys an author’s purpose in informational text. <i>how</i> the structure of text features conveys an author’s purpose in informational text.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of text features of titles (K), headings (K), subheadings (K), illustrations (K) photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), key facts (1).</p> <p>Determining the correct response will require an understanding of text structures of sequence (2), description/list (2), cause and effect (2), problem and solution (3), chronological (3), compare and contrast (3),</p> <p>Determining the correct response will require an understanding of author’s purpose (7).</p> <p>Determining the correct response will require:</p> <ul style="list-style-type: none"> an understanding of <i>how</i> to analyze the structures of individual text sections within informational texts. the identification of sentences, paragraphs, chapters, or sections of text. an understanding of <i>how</i> to analyze how the structure of individual text structures conveys an author’s purpose in informational text. an understanding of <i>how</i> to analyze how the structure of text features convey an author’s purpose in informational text. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> Purpose: the author’s intent for writing the text. Text structures may be within a whole text or within sections of text. Text sections include sentence, paragraph, chapter, and section. Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. <p>DOK Range: 2-3</p>

ELA.8.AOR.5.3: Trace the development of an author’s argument while analyzing the types of reasoning and/or rhetorical appeals used in informational text.

ELA.8.AOR.5.3

Text Types

Speeches, essays, informational passages, paired texts (Refer to page 110 in the *2024 SC CCR ELA Standards* document for more specific text types.)

2024 Academic Vocabulary for Instruction and Assessment

Argument
Reasoning
Rhetorical Appeals

Evidence Statements for ELA.8.AOR.5.3

The student will trace the development of an author’s argument.

The student will analyze the reasoning used in an informational text.

The student will analyze the types of rhetorical appeals used in an informational text.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- what is an author’s argument.
- *how* an author develops an argument, including the claim, reasons, evidence, and counterclaim.
- *how* to analyze the reasoning used in an argument.
- *how* to analyze the types of rhetorical appeals used in an informational text, including ethos, pathos, and logos.

Determining the correct response will require an understanding of the rhetorical appeals of ethos, pathos, and logos (6); author’s reasoning (6); and author’s claims(s) (3).

Tracing the development of an author’s argument requires a student to identify the author’s claim (3), identify the supporting reasons (2), identify evidence (4) that an author uses to prove the reasons, and identify a counterclaim (*Counterclaim* enters in ELA.7.C.1.1).

For summative assessment purposes:

- **the types of reasoning (inductive, deductive, and causal) will not be named in assessment items.**
- **Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.**
- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.8.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

ELA.8.AOR.6.1
Text Types
Literary or informational (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Summary</u> <u>Paraphrase</u>
Evidence Statements for ELA.8.AOR.6.1
The student will summarize content from a grade-level text to enhance comprehension. The student will paraphrase content from a grade-level text to enhance comprehension.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of what is: <ul style="list-style-type: none">• a summary.• paraphrasing. Determining the correct response will require an understanding of <i>how</i> to summarize to enhance comprehension by including: <ul style="list-style-type: none">• plot, theme, and relevant key details for literary text (5).• central idea and relevant supporting details for informational text (5). Determining the correct response will require an understanding of <i>how</i> to paraphrase and enhance comprehension by rewriting the text in one’s own words. For summative assessment purposes: <ul style="list-style-type: none">• Students may be asked to summarize paragraphs, sections of text, or a whole text.• Students may be asked to paraphrase smaller portions of text, such as one or more sentences. DOK: 2

ELA.8.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: *a.* use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; *b.* use background or prior knowledge to determine or clarify the meanings of words; and *c.* consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

ELA.8.AOR.7.1
Text Types
Literary or informational (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Clarify</u> <u>Context</u> <u>Reference Materials</u> <u>Precise Meaning</u> <u>Parts of Speech</u> <u>Etymology</u>
Evidence Statements for ELA.8.AOR.7.1
<p>The student will:</p> <ul style="list-style-type: none"> • <i>determine the meaning</i> of known, unknown, and multiple-meaning words and phrases. • <i>clarify the meaning</i> of known, unknown, and multiple-meaning words and phrases. • use context (e.g., the overall meaning of a word or phrase’s position or function in a sentence) to determine the meaning of a word or phrase. • consult reference materials to <i>determine the precise meanings</i>, pronunciations, or parts of speech of words and phrases. • consult reference materials to <i>clarify the precise meanings</i>, pronunciations, or parts of speech of words and phrases.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> • determine the meaning of known, unknown, and multiple-meaning words and phrases. • clarify the meaning of known, unknown, and multiple-meaning words and phrases. <p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • sentence-level, paragraph-level, or text-level context determines the meaning of words or phrases. • a word’s position or function in a sentence is used to determine the meaning of words or phrases. • to use entries in reference materials such as a dictionary, thesaurus, and/or glossary to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • the student will be provided with a reference source as part of an item’s stimulus as applicable. • Determine: To use information from a text to make an inference. • Clarify: To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions. • Summative Assessment will not assess “background knowledge or prior knowledge to determine or clarify the meanings of words”. <p>DOK Range: 1-2</p>

ELA.8.AOR.8.1: Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within the text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

ELA.8.AOR.8.1
Text Types
Literary, informational, or multimedia (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Interpret</u> <u>Figurative Language</u> <u>Connotative Meaning</u> <u>Technical Language</u> <u>Multimedia</u> <u>Figures of Speech</u> <u>Context</u> <u>Denotation</u>
Evidence Statements for ELA.8.AOR.8.1
<p>The student will interpret an author’s use of figurative, connotative, and technical language in grade level:</p> <ul style="list-style-type: none"> • literary texts. • informational texts. • multimedia texts. <p>The student will interpret figures of speech in context.</p> <p>The student will analyze <i>how</i> figures of speech function within a text.</p> <p>The student will determine the relationship between words to better understand each of the words.</p> <p>The student will distinguish between connotations of words with similar denotations.</p>
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of what is figurative, connotative, and technical language.</p> <p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • an author uses figurative, connotative, and technical language within a text. • to interpret figures of speech in context. • to analyze <i>how</i> figures of speech function within a text. • to determine relationships between particular words to better understand each of the words. • an author uses connotations and denotations. • to distinguish between connotations of words with similar denotations. <p>Specific types of figurative language named in the <i>2024 SC CCR ELA Standards</i> are alliteration (K), onomatopoeia (K), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • Multimedia can include transcripts of audio, images, or comic panels. Summative assessment will not include audio or video.

ELA.8.AOR.8.1

- **Interpret:** To determine and explain or suggest the intended meaning of language within a text.
- **Figures of Speech:** A word or phrase using figurative language to create an effect, such as a rhetorical effect.

DOK Range: 1-3

ELA.8.AOR.9.1: Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

ELA.8.AOR.9.1
Text Types
Literary or informational (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Affixes</u> <u>Greek Roots</u> <u>Latin Roots</u> <u>Precise Meaning</u>
Evidence Statements for ELA.8.AOR.9.1
<p>The student will apply knowledge of affixes to:</p> <ul style="list-style-type: none"> determine new meanings of words and phrases in grade-appropriate content. clarify precise meanings of words and phrases in grade-appropriate content. <p>The student will apply knowledge of Greek and Latin roots to:</p> <ul style="list-style-type: none"> determine new meanings of words and phrases in grade-appropriate content. clarify precise meanings of words and phrases in grade-appropriate content.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of the function of:</p> <ul style="list-style-type: none"> affixes and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. affixes and <i>how</i> to apply them to <i>clarify precise meanings</i> of words in grade-level content. Greek roots and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. Greek roots and <i>how</i> to apply them to <i>clarify precise meanings</i> of words and phrases in grade-level content. Latin roots and <i>how</i> to apply them to <i>determine meanings</i> of new words and phrases in grade-level content. Latin roots and <i>how</i> to apply them to <i>clarify precise meanings</i> of words and phrases in grade-level content. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> vocabulary items will be text-based. Any additional information needed, such as the word origin, will be provided in the assessment item. There is not a prescribed list of Greek and Latin roots or affixes for students at each grade level. Apply Knowledge: Use facts or information already known to complete a task with accuracy. Determine: To use information from a text to make an inference. Clarify: To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding. <p>DOK Range: 1-2</p>

ELA.8.R.1.1: Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.

ELA.8.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Short Research</u> <u>Sustained Research</u> <u>Inquiry</u> <u>Research Question</u> <u>Topic</u> <u>Refine the Scope of Inquiry</u> <u>Relevant</u> <u>Purpose</u>
Evidence Statements for ELA.8.R.1.1
<p>The student will:</p> <ul style="list-style-type: none"> • conduct short research for inquiry. • conduct more sustained research for inquiry. • generate a question(s) about a topic for inquiry. • answer a question(s) about a topic for inquiry. • use a variety of print and/or multimedia sources to refine the scope of inquiry as relevant to the topic. • use a variety of print and/or multimedia sources to refine the scope of inquiry as relevant to the purpose.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> • generate a question about a topic for inquiry. • answer a question about a topic for inquiry. • use a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic for inquiry. • conduct short research. • conduct more sustained research. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • the student <i>may be</i> presented with a scenario, source(s), and/or findings from research. • multimedia sources can include transcripts of audio, images, or comic panels. • Summative assessment <i>will not include</i> audio or video. <p>DOK Range: 2-3</p>

ELA.8.R.1.2: Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.

ELA.8.R.1.2

2024 Academic Vocabulary for Instruction and Assessment

Analyze
Credibility/ Credible
Relevance
Topic
Purpose of Inquiry

Evidence Statements for ELA.8.R.1.2

The student will analyze:

- the credibility of sources.
- the relevance of sources.

The student will analyze *how* to use only those sources that are:

- credible.
- relevant to the topic.
- relevant to the purpose of inquiry.

Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of:

- the concept of credibility.
- *how* to determine credibility of a source.
- the concept of relevance.
- *how* to determine the relevance of a source.
- *how* to analyze use only sources that are credible and relevant to the topic or purpose of inquiry.

For assessment purposes:

- the student *may be* presented with a scenario and/or sources.
- a **credible source** is relevant, reputable, and unbiased.
- **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

DOK Range: 2-3

ELA.8.R.1.3: Analyze findings to determine relevance to the topic.

ELA.8.R.1.3
2024 Academic Vocabulary for Instruction and Assessment
<u>Analyze</u> <u>Relevance</u> <u>Topic</u>
Evidence Statements for ELA.8.R.1.3
The student will analyze findings to determine relevance to the topic.
Assessment Limits/ Content Constraints
<p>Determining the correct response will require an understanding of</p> <ul style="list-style-type: none">• <i>how</i> to analyze findings.• <i>how</i> to determine relevance to the topic. <p>For summative assessment purposes:</p> <ul style="list-style-type: none">• the student <i>may be</i> presented with findings from research.• Analyze: To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. <p>DOK Range: 2-3</p>

ELA.8.R.1.4: Logically organize findings as relevant to the purpose.

ELA.8.R.1.4
2024 Academic Vocabulary for Instruction and Assessment
<u>Logically Organize</u> <u>Relevant</u> <u>Purpose888</u>
Evidence Statements for ELA.8.R.1.4
The student will logically organize findings from a variety of sources. The student will determine which findings are relevant to the purpose (of research).
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: <ul style="list-style-type: none">• what constitutes organization.• what findings are relevant to a particular purpose.• <i>how</i> to logically organize findings as relevant to the purpose. To logically organize findings , the student will have to determine which way is the best way to organize based on the purpose of the research. For example, should the findings be organized chronologically to best fit the purpose? Refer to ELA.8.AOR.5.2 for different types of text structures. For summative assessment purposes , students will be presented with findings from research. DOK: 2

ELA.8.R.1.5: Cite sources to avoid plagiarism.

ELA.8.R.1.5
Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

ELA.8.C.1.1: Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence; c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; d. establish and maintain a tone appropriate to the task and audience; and e. provide a concluding statement or section that supports the argument presented.

ELA.8.C.1.1
Text Types
For the TDW item, students may be presented with one or two informational texts. (Refer to page 110 in the <i>2024 SC CCR ELA Standards</i> document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
<u>Argument</u> <u>Claim(s)</u> <u>Reasons</u> <u>Evidence</u> <u>Credible Source(s)</u> <u>Acknowledge and Refute a Counterclaim</u> <u>Organizational Structure</u> <u>Tone</u> <u>Task</u> <u>Audience</u> <u>Concluding Statement or Section</u>
Evidence Statements for ELA.8.C.1.1
<p>The student will draw on provided informational source material to write an argument to support a claim(s) with clear reasons and relevant evidence, by:</p> <ul style="list-style-type: none"> • introducing a claim. • supporting a claim(s) with logical reasoning and relevant evidence such as facts, data, and statistics from accurate and credible sources. • acknowledging a counterclaim. • refuting a counterclaim with relevant evidence. • creating an organizational structure that establishes relationships between reasons and evidence. • clarifying the relationships between claim(s), a counterclaim, reasons, and evidence. • establishing a tone appropriate to the task and audience. • maintaining a tone appropriate to the task and audience. • providing a concluding statement or section that supports the argument presented.
Assessment Limits/ Content Constraints
<p>The student may be presented with a scenario or sample of writing to examine and asked to determine:</p> <ul style="list-style-type: none"> • a response that introduces a claim. • which reason(s) best support the evidence • which fact(s) from a credible source best supports a claim. • which data from a credible source best supports a claim.

ELA.8.C.1.1

- which statistic(s) from a credible source best supports a claim.
- the best way to acknowledge a counterclaim.
- the most effective way to refute a counterclaim.
- which evidence best refutes a counterclaim.
- the best organizational structure to establish a relationship between evidence and reasons.
- the best organizational structure to establish a relationship between claims and evidence.
- the best transitional words or phrases to link sections of the text.
- which transitional words or phrases best clarify relationships between a claim(s), counterclaim, reasons, or evidence.
- a concluding statement or section that best supports the argument presented.

For summative assessment purposes:

- *a stand-alone item will only address one aspect of the grade-level indicator.*
- the student *may be* presented with a sample of writing to edit.
- **acknowledging and refuting a counterclaim** will include acknowledging an alternative perspective (6) that conflicts with that of the student writer and providing at least one piece of evidence showing why the counterclaim is incorrect or faulty.
- ***the TDW item will address all aspects of the grade-level indicator.*** The student will be provided with a text or pair of texts that show opposing arguments on a topic and a task related to the text(s). The student will write a response based on the task. If the student is asked to pick a side and write an argument, the student must pick a side. The student *may not* argue both sides, but they must acknowledge and refute a counterclaim that conflicts with that of the student writer. Refer to the SC READY TDW Rubric “To Persuade” for grades 7-8.

DOK Range: 2-3

ELA.8.C.2.1: Write informative texts to examine a topic and analyze information from multiple sources. When writing: a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and /or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use varied transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.

ELA.8.C.2.1

Text Types

For the TDW item, students may be presented with one text of a pair of texts. A text may include graphs, charts, tables, political cartoons, pictures, or other images with captions, transcripts of audio, images, or comic panels.

2024 Academic Vocabulary for Instruction and Assessment

Informative Text

Analyze

Topic

Organize

Structure (definition, compare and contrast, cause and effect)

Relevant

Facts, Definitions, Details, Quotes

Transitions

Precise Language

Thoughtful Elaboration

Tone

Task

Audience

Concluding Statement or Section

Evidence Statements for ELA.8.C.2.1

The student will draw on informational source material to write an informative text that examines a topic and analyzes information from multiple sources, by:

- introducing a topic clearly.
- organizing ideas, concepts, and information.
- using a structure such as definition, compare and contrast, and/or cause and effect.
- developing the topic with relevant facts, definitions, details, and/or quotes.
- using varied transitions to clarify the relationships between ideas and concepts.
- using precise language and thoughtful elaboration to inform or explain the topic.
- establishing a tone appropriate to the task and audience.
- providing a concluding statement or section that supports the information presented.

Assessment Limits/ Content Constraints

For summative assessment purposes, the student may be presented with a scenario or sample of writing to examine and asked to select or determine:

- the best way to introduce a topic.
- the best way to organize ideas, concepts, or information to support a topic.
- the best way to organize ideas, concepts, or information using structures such as definition, compare and contrast, and/or cause and effect.

ELA.8.C.2.1

- *how* to develop a topic with relevant facts, definitions, details, or quotes.
- which facts, definitions, details, or quotes are relevant to the topic.
- the best transitions to clarify the relationships between ideas and concepts.
- the most precise language or vocabulary to inform or explain the topic.
- the best way to elaborate on ideas to inform or explain the topic.
- which tone is most appropriate to the task.
- which tone is most appropriate to the audience.
- which concluding statement or section best supports the information presented.

For summative assessment purposes:

- **a stand-alone item *will only address one aspect of the grade-level indicator.***
the student *may be* presented with a scenario, or with a sample of writing to examine and edit.
- a topic or concept *may be* provided to the student.

The TDW item will address *all aspects* of the grade-level indicator. Students will be provided with a text or pair of texts to use as a source(s). Refer to the SC Ready TDW Rubric “To Inform” for grades 7-8. **The TDW rubric uses the term “controlling idea” in place of *thesis statement*.**

DOK Range: 2-3

ELA.8.C.3.1: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and or characters; and f. provide an ending that connects to the intended purpose of the writing.

ELA.8.C.3.1

2024 Academic Vocabulary for Instruction and Assessment

- Narrative
- Descriptive Details
- Event Sequences
- Style
- Task
- Purpose
- Audience
- Point of View
- Narrator
- Characters
- Plot Structure
- Transitional Words and Phrases
- Sequence
- Time Shifts
- Dialogue
- Pacing
- Description
- Precise Words and Phrases
- Figurative Language
- Experiences
- Events
- Setting
- Ending

Evidence Statements for ELA.8.C.3.1

- The student will write a narrative** based on real or imagined experiences, memories, or ideas by:
- using effective techniques.
 - including relevant descriptive details.
 - including logically structured event sequences.
 - producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
 - engaging the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters.
 - organizing a logical plot structure.

ELA.8.C.3.1

- using a variety of transitional words and phrases to convey sequence and signal time shifts.
- using narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters.
- using precise words and phrases, details, and figurative language to develop experiences, events, setting, and or characters.
- providing an ending that connects to the intended purpose of the writing.

Assessment Limits/ Content Constraints

The student *may be* presented with a sample of writing and asked to select or determine:

- if the author's techniques are effective.
- if the descriptive details are relevant.
- if the events are structured logically.
- if the development is appropriate to the task, purpose, or audience.
- if the organization is appropriate to the task, purpose or audience.
- if the style is appropriate to the task, purpose, or audience.
- *how* the author establishes the narrative point of view.
- *how* the author engages the reader through the introduction of a narrator or characters.
- *how* transitional words or phrases are used to signal time shifts.
- *how* the dialogue develops experiences, events, setting, or characters.
- *how* the pacing develops experiences, events, setting, or characters.
- *how* the author's descriptions develop experiences, events, setting, or characters.
- if certain words or phrases are precise or *how* to improve the precision of words or phrases.
- *how* details help to develop the experiences, events, setting, or characters.
- *how* figurative language helps to develop experiences, events, setting, or characters.
- if the ending or conclusion connects to the intended purpose of writing.
- *how* the ending or conclusion connects to the intended purpose of writing.

For summative assessment purposes:

- a stand-alone item will *only address one aspect* of the grade-level indicator. The student *may be* presented with a scenario, or with a sample of writing to examine and edit or to examine and select the correct response.

DOK Range: 2-3

ELA.8.C.4.1: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

ELA.8.C.4.1

Evidence Statements for ELA.8.C.4.1

The student will use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures.

The student will:

- apply knowledge of rules for capitalization.
- use a comma or dash to indicate a pause or break.
- use an ellipsis to indicate an omission.
- use different types of verbals in sentences.
- distinguish between and use active and passive voice.
- distinguish between types of grammatical mood.
- use types of grammatical mood.
- use appropriate parallel structure in words, phrases, and clauses.
- identify sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood.
- revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood.

Assessment Limits/ Content Constraints

For summative assessment purposes:

- *a stand-alone item will only address one aspect of the grade-level indicator.*
- the student *may be* presented with a sentence or section of text and asked to identify which sentence or section is correctly written.
- the student *may be* presented with a sentence or section of text and asked to correct an error.
- the student *may be* presented with a short passage to edit for grammar, usage, or mechanics.

Determining the correct response will require:

- an understanding of grammatically correct simple, compound, and complex sentences and paragraphs.
- the application of knowledge of rules for capitalization, including proper nouns and adjectives, capitalized historic periods, nationalities, languages, and appropriate words in titles and dialogue.
- identifying and revising the use of a comma or dash to indicate a pause or break.
- identifying and revising the use of ellipsis to indicate an omission
- identifying and revising the correct use of verbals.
- recognizing and revising the use of active voice and passive voice.
- recognizing and revising errors in grammatical mood.
- identifying and revising errors in parallel structure in words, phrases, or clauses.
- identifying and revising sentence fragments, run-on sentences, inappropriate shifts in verb tense, number, voice, or mood.

ELA.8.C.4.1

In the TDW item, the student will write compositions with varied sentence structures. Refer to the TDW rubrics.

Summative assessment items *will not* assess ELA.8.C.4.1g and *will not* ask the student to define a part of speech or writing convention.

DOK Range: 1-2

ELA.8.C.5.1: Improve writing by planning, editing, considering feedback from adults and peers, and revising to improve clarity and cohesiveness.

ELA.8.C.5.1

Evidence Statements for ELA.8.C.5.1

The student will improve writing by:

- planning.
- editing.
- considering feedback from adults and peers.
- revising for clarity of content.
- Revising to improve cohesiveness.

Assessment Limits/ Content Constraints

Determining the correct response will require:

- identification of effective planning needed to improve writing.
- identification of edits to improve writing.
- identification of revisions to improve writing.
- identification of feedback from adults and peers to improve writing.

For summative assessment purposes the student *may be* provided with:

- a short sample of writing and asked to select an option that edits to enhance clarity of content.
- a short sample of writing that provides feedback from a teacher. Using the suggested feedback, the student will edit or revise.
- a short sample of writing and asked to select an option to revise the text to enhance the cohesiveness of ideas.

The student will apply planning, editing, and revising to the TDW response.

DOK Range: 2-3