



# IXL Skill Plan

Illinois Priority Learning Standards: Grade 8



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## RI.8 | Reading: Informational Text

### Key Ideas and Details

**RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

1. Trace an argument UNX
2. Identify supporting details in informational texts 8HV

**RST.8.1:** Cite specific textual evidence to support analysis of science and technical texts.

1. How can animal behaviors affect reproductive success? Identify evidence to support a claim (Science) 4J2

**RH.8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

1. The Revolutionary War: struggle for independence (Social studies) MTB
2. The Articles of Confederation (Social studies) 6K7

**RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

#### Main idea

1. Determine the main idea of a passage TH7
2. Read and understand informational passages BYP

#### Facts and opinions

3. Distinguish facts from opinions LSW

**RST.8.2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

1. Classify symbiotic relationships (Science) 7GL
2. Investigate primary succession on a volcanic island (Science) NJ2

**RH.8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

1. Causes of the American Revolution: introduction to mercantilism and the Navigation Acts (Social studies) NCX
2. Source analysis: the Boston Massacre (Social studies) 2JN
3. Source analysis: the Declaration of Independence (Social studies) NVB
4. Washington's presidency: part II (Social studies) TNW

**RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

1. Compare and contrast in informational texts 8ZK
2. Match causes and effects in informational texts WK9
3. Match problems with their solutions FS5

**RST.8.3:** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

1. Understand an experimental protocol about plant growth (Science) MMT
2. Understand an experimental protocol about diffusion (Science) 9B7
3. Understand an experimental protocol about evaporation (Science) 8FL

**RH.8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

1. The Legislative Branch (Social studies) 32Q

## Craft and Structure

**RI.8.5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

1. Identify text structures U9K

**RST.8.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**RH.8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RI.8.6:** 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.

1. Identify author's purpose K5H
2. Compare information from two texts VAL
3. Analyze rhetorical strategies in historical texts: set 1 JY9

**RST.8.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**RH.8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular

1. Portuguese and Spanish expeditions: part II (Social studies) 7NE
2. The abolitionists (Social studies) 9GM

facts).

3. Causes of the Civil War: Dred Scott to secession (Social studies) 2MK

## Integration of Knowledge and Ideas

**RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

1. Read graphic organizers 2A9

**RST.8.7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

1. Genes, proteins, and traits: understanding the genetic code (Science) UFY
2. Evaluate claims about natural resource use: groundwater (Science) SM8
3. The greenhouse effect (Science) HWX
4. Analyze models of the Earth-Sun-Moon system (Science) 6D7
5. What causes the seasons on Earth? (Science) SSG

**RH.8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

1. Italian Renaissance: achievements in literature and art (Social studies) L84
2. New England Colonies: economy and interactions with Native Americans (Social studies) RHM

**RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

1. Trace an argument UNX
2. Classify logical fallacies FZ9

**RST.8.8:** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

1. Science literacy: how does the nervous system produce phantom pain? (Science) KNF

**RH.8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

1. Identify facts and opinions (Social studies) X2S

**RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

1. Compare two texts with different genres RXX

**RST.8.9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**RH.8.9:** Analyze the relationship between a primary and secondary source on the same topic.

1. Identify primary and secondary sources (Social studies) 2WS

## RL.8 | Reading: Literature

### Key Ideas and Details

**RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

1. Analyze short stories 5FL
2. Identify supporting details in literary texts XXH

**RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

1. Match the quotations with their themes STM
2. Determine the themes of short stories 9UH

**RL.8.3:** 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.

1. Analyze short stories 5FL

### Craft and Structure

**RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

1. Compare two texts with different genres RXX

**RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

1. Identify the narrative point of view XL9

### Integration of Knowledge and Ideas

**RL.8.7:** 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.

**RL.8.9:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how

1. Compare illustrations of literary and historical subjects K52

the material is rendered new.

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## V.8 | Vocabulary Interpretation and Use

Standard	IXL skills
<p><b>RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>Vocabulary in context</b></p> <ol style="list-style-type: none"> <li>Determine the meaning of words using synonyms in context EQD</li> <li>Determine the meaning of words using antonyms in context 9SP</li> </ol> <p><b>Figurative language</b></p> <ol style="list-style-type: none"> <li>Analyze the effects of figures of speech on meaning and tone MMK</li> </ol>
<p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>Academic vocabulary</b></p> <ol style="list-style-type: none"> <li>Vocabulary review: Read and understand informational passages MRJ</li> </ol> <p><b>Domain-specific vocabulary</b></p> <ol style="list-style-type: none"> <li>Determine the meaning of domain-specific words with pictures VEJ</li> </ol>
<p><b>RST.8.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<ol style="list-style-type: none"> <li>Identify parts of the engineering-design process (Science) 4B5</li> <li>Describe ecosystems (Science) BFK</li> <li>Describe tectonic plate boundaries around the world (Science) NF6</li> </ol>
<p><b>RH.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	
<p><b>L.8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	
<p><b>L.8.4.a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>Vocabulary in context</b></p> <ol style="list-style-type: none"> <li>Use context to identify the meaning of a word FD7</li> </ol>

### Multiple-meaning words

2. Which definition matches the sentence? WWZ
3. Which sentence matches the definition? TYP

**L.8.4.b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

### Prefixes

1. Words with pre- YKE
2. Words with re- HXZ

### Suffixes

3. Words with -able and -ible PYH

### Greek and Latin roots

4. Use Greek and Latin roots as clues to the meanings of words 2NV
5. Determine the meanings of words with Greek and Latin roots AP9

**L.8.4.c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

1. Use dictionary entries QZN
2. Use dictionary definitions LM8
3. Use thesaurus entries 96F

**L.8.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.8.5.a:** Interpret figures of speech (e.g. verbal irony, puns) in context.

1. Interpret the meaning of an allusion from its source CHG
2. Interpret figures of speech GPY

**L.8.5.b:** Use the relationship between particular words to better understand each of the words.

### Synonyms and antonyms

1. Choose the synonym AQ2
2. Choose the antonym LYH

### Analogies

3. Analogies YRF
4. Analogies: challenge R86

**L.8.5.c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

1. Positive and negative connotation XY6

**L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Vocabulary in context

1. Find words using context J8G

### Academic vocabulary

2. Vocabulary review: Read and understand informational passages MRJ

### Prefixes

3. Words with sub- 7Z5

4. Words with mis- ETT

5. Words with un-, dis-, in-, im-, and non- PRV

### Suffixes

6. Words with -ful KQ2

7. Words with -less W9C

### Greek and Latin roots

8. Use words as clues to the meanings of Greek and Latin roots 5VE

9. Determine the meanings of Greek and Latin roots SQ6

# W.8 | Written Expression and Conventions and Knowledge of Language

## Text Types and Purposes

**W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.

**W.8.1.a:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

1. Identify thesis statements TM6
2. Identify counterclaims 78W

**W.8.1.b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

1. Choose evidence to support a claim BMP
2. Classify logical fallacies FZ9
3. Identify stronger and weaker evidence to support a claim BU5

**W.8.1.c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

1. Transition logically between claims, evidence, analysis, and counterclaims LGU

**W.8.1.d:** Establish and maintain a formal style.

1. Which sentence is more formal? R6L

**W.8.1.e:** Provide a concluding statement or section that follows from and supports the argument presented.

**W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.8.2.a:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

1. Organize information by main idea 2CA
2. Choose the topic sentence that best captures the main idea 6CH

**W.8.2.b:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

1. Distinguish facts from opinions LSW

**W.8.2.c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

1. Use the correct pair of correlative conjunctions XM5

**W.8.2.d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

1. Describe the difference between related words V9F
2. Determine the meaning of domain-specific words with pictures VEJ

**W.8.2.e:** Establish and maintain a formal style.

1. Which sentence is more formal? R6L

**W.8.2.f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.8.3.a:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

1. Identify the narrative point of view XL9

**W.8.3.b:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

1. Use personification RTX

**W.8.3.c:** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

1. Transitions with conjunctive adverbs 6VK

**W.8.3.d:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

1. Compare passages for tone NSM
2. Identify sensory details 9JT

**W.8.3.e:** Provide a conclusion that follows from and reflects on the narrated experiences or events.

## Production and Distribution of Writing

**W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### Author's purpose

1. Identify author's purpose K5H

### Text structure

2. Identify text structures U9K

### Organization

3. Order topics from broadest to narrowest JBM

### Sentence structure

1. Use parallel structure APM
2. Is it a complete sentence, a fragment, or a run-on? HPN
3. Combine sentences using relative clauses WZQ

### Spelling and usage

4. Correct errors with frequently confused words PH9
5. Correct errors with signs FXP
6. Correct errors in everyday use HCU

### Revision

7. Remove redundant words or phrases JHX
8. Suggest appropriate revisions 5UK

### Punctuation

9. Commas with nonrestrictive elements 5X8
10. Commas: review 8CY
11. Use semicolons and commas to separate clauses 63P
12. Decide whether ellipses are used appropriately 5AV

### Capitalization

13. Correct capitalization errors G8Q

### Grammar

14. Identify and correct errors with plural and possessive nouns AAR
15. Identify and correct errors with compound and joint possession VEC
16. Correct inappropriate shifts in pronoun number and person 5DX
17. Identify vague pronoun references QVP
18. Correct errors with subject-verb agreement TB5
19. Correct errors with indefinite pronoun-verb agreement CTT
20. Identify and correct inappropriate shifts in verb tense 8BV

### Misplaced modifiers

21. Are the modifiers used correctly? 6EL

**W.8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## Research to Build and Present Knowledge

**W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.8:** Gather relevant information from multiple print and digital 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.

### Citations

1. Recognize the parts of a Works Cited entry (MLA 8th edition) SCY
2. Use in-text citations (MLA 8th edition) ZP8

### Plagiarism

3. Identify plagiarism TLM

**W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9.a:** Apply grade 8 Reading standards to

1. Compare passages for tone NSM

literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

**W.8.9.b:** Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

2. Identify supporting details in literary texts XXH

1. Compare and contrast in informational texts 8ZK

2. Compare information from two texts VAL

3. Identify supporting details in informational texts 8HV

## Range of Writing

**W.8.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.