



English Language Arts and Literacy Standards

Grade 8

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OREGON
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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 8

Grade 8 Reading Foundational Skills (ELA.8.RF)

Phonics and Word Recognition skills are embedded within RL.4, RI.4, RL.10, RI.10, L.4 and L.6 standards for grades 6-8. See standards guidance for further information.

Fluency

ELA.8.RF.1 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- Read text with purpose and understanding.
- Read text orally with sufficient accuracy, rate, and appropriate expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 8 Reading Literature / Informational Text (ELA.8.RL / ELA.8.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.8.RL.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	ELA.8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. Evaluate the credibility of the information presented, identifying areas where the text is well supported or if it leaves ideas unclear/unexplored.
ELA.8.RL.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 evidence-based summary of the text.	ELA.8.RI.2 Determine central ideas of a text and analyze how they are developed through relationships between key details, citing textual evidence, paraphrasing, or summarizing.
ELA.8.RL.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	ELA.8.RI.3 Analyze how an author uses comparisons, analogies, or categories to make connections among and distinctions between ideas over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.8.RL.4 Identify, read, pronounce, and 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.	ELA.8.RI.4 Identify, read, pronounce, and 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.
ELA.8.RL.5 Compare and contrast the structure of two or more texts and analyze how each author's structural choices--shaped by their perspective or bias--contribute to the meaning and style of the texts.	ELA.8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences and how they shape how ideas are organized and presented, how they guide a reader's understanding, and how they develop the ideas and refine key concepts.
ELA.8.RL.6 Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	ELA.8.RI.6 Determine an author's background, perspective, bias, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.8.RL.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 specific choices made by the director or actors.	ELA.8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Reading Literature	Reading Informational
ELA.8.RL.8 (Not applicable to literature)	ELA.8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	ELA.8.RI.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.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.8.RL.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex literary texts.	ELA.8.RI.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze multisyllabic words in grade-level appropriate, complex informational texts.

Grade 8 Writing (ELA.8.W)

Text Types and Purposes

ELA.8.W.1 Compose arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish opposing claim(s), and counter/refute them, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use appropriate transitions to enhance clarity, create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain an appropriate style for content, purpose, and audience.
- Provide a conclusion that follows from and supports the argument presented.

ELA.8.W.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information, and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain an appropriate style for content, purpose, and audience.
- f. Provide a conclusion that follows from the information or explanation presented.

ELA.8.W.3 Compose narratives and use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows the narrated experiences or events.

Production and Distribution of Writing

ELA.8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.8.W.5 With some guidance and support, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELA.8.W.6 Use digital tools and resources, including the Internet, as well as handwriting, to produce and publish writing, present the relationships between information and ideas efficiently, interact and collaborate with others, and cite sources using consistent citation formatting.

Research to Build and Present Knowledge

- ELA.8.W.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources, and generating additional related, focused questions for multiple avenues of exploration.
- ELA.8.W.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.
- ELA.8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- ELA.8.W.10 Write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Language (ELA.8.L)

Conventions of Standard English

- ELA.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
- ELA.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Knowledge of Language

- ELA.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Vocabulary Acquisition and Use

- ELA.8.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content.
- a. Use context as a clue to the meaning of a word or phrase.
 - b. Use less common and more abstract, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - c. Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase.
- ELA.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language, including but not limited allusions, in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations of words with similar denotations.
- ELA.8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 Speaking and Listening (ELA.8.SL)

Comprehension and Collaboration

- ELA.8.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.
 - e. Evaluate the effectiveness of the discussion.
- ELA.8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

ELA.8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

ELA.8.SL.4 Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELA.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.