**READING FOR LITERATURE (RL)**

**KEY IDEAS AND DETAILS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Anchor Standard RL.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | | | | | | | | | | | |
| **8.R.L.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 | | | | | | | | | | | | | |
| * Identify explicitly stated key ideas. |  |  | |  | | |  | |  | |  | | |
| * Identify evidence that strongly supports the key idea. |  |  | |  | | |  | |  | |  | | |
| * Recognize the difference between inference and what is explicitly stated. |  |  | |  | | |  | |  | |  | | |
| * Make inferences about what a text says but is not directly stated. |  |  | |  | | |  | |  | |  | | |
| * Evaluate evidence about what most strongly supports key ideas. |  |  | |  | | |  | |  | |  | | |
| * Cite evidence used to make inferences from the text |  |  | |  | | |  | |  | |  | | |
| **Anchor Standard RL.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | | | | | | | | | | | |
| **8.RL.2** How can I use the relationship between the story elements to summarize the theme of the text? | | | | | | | | | | | | | |
| * Understand theme and central idea of a text. |  |  | |  | | |  | |  | |  | | |
| * Know the literary elements (characters, setting, plot). |  |  | |  | | |  | |  | |  | | |
| * Objectively summarize a text. |  |  | |  | | |  | |  | |  | | |
| * Analyze the development of a theme or central idea over the course of a text. |  |  | |  | | |  | |  | |  | | |
| * Analyze the relationship between the theme and literary elements of the text. |  |  | |  | | |  | |  | |  | | |
| * Provide an objective summary of the text |  |  | |  | | |  | |  | |  | | |
| **Anchor Standard RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | | | | | | | | | | | |
| **8.RL.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | | | | | | | | | | | | | |
| * Identify elements of literature dialogue. |  |  | |  | | |  | |  | |  | | |
| * Identify elements of literature plot. |  |  | |  | | |  | |  | |  | | |
| * Analyze lines of dialogue for propelling action. |  |  | |  | | |  | |  | |  | | |
| * Analyze lines of dialogue for revealing characters. |  |  | |  | | |  | |  | |  | | |
| * Analyze lines of dialogue for provoking decisions. |  |  | |  | | |  | |  | |  | | |
| * Analyze incidents for propelling action. |  |  | |  | | |  | |  | |  | | |
| * Analyze incidents for revealing character. |  |  | |  | | |  | |  | |  | | |
| * Analyze incidents for provoking decisions. |  |  | |  | | |  | |  | |  | | |
| **CRAFT AND STRUCTURE** | | | | | | | | | | | | | |
| **Anchor Standard RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | | | | | | | | | | | |
| **8.RL.4** 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. | | | | | | | | | | | | | |
| * Identify figurative and connotative words and phrases |  |  | |  | | |  | |  | |  | | |
| * Identify meaning and tone of a text. |  |  | |  | | |  | |  | |  | | |
| * Identify specific words that impact meaning and tone. |  |  | |  | | |  | |  | |  | | |
| * Identify analogies |  |  | |  | | |  | |  | |  | | |
| * Identify allusions to other texts. |  |  | |  | | |  | |  | |  | | |
| * Determine the figurative and connotative meanings of words and phrases as they are used in the text. |  |  | |  | | |  | |  | |  | | |
| * Analyze the impact of word choices, analogies, and allusions on meaning and tone. |  |  | |  | | |  | |  | |  | | |
| **Anchor Standard RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | | | | | | | | | | | | | |
| **8.RL.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. | | | | | | | | | | | | | |
| * Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast the structure of two literary texts |  |  | |  | | |  | |  | |  | | |
| * Analyze how the structure of each text contributes to its meaning and style. |  |  | |  | | |  | |  | |  | | |
| **Anchor Standard RL.6 Assess how point of view or purpose shapes the content and style of a text** | | | | | | | | | | | | | |
| **8.RL.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. | | | | | | | | | | | | | |
| * Determine the author’s point of view or purpose |  |  | |  | | |  | |  | |  | | |
| * Identify evidence the author uses to support his/her characters’ viewpoint/purpose. |  |  | |  | | |  | |  | |  | | |
| * Identify conflicting evidence or viewpoints presented in a given text. |  |  | |  | | |  | |  | |  | | |
| * Define dramatic irony, suspense, and humor. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast the author’s evidence and/or viewpoints to conflicting evidence and/or viewpoints |  |  | |  | | |  | |  | |  | | |
| * Analyze the techniques the author uses to respond to conflicting evidence. |  |  | |  | | |  | |  | |  | | |
| * Support your analysis with examples |  |  | |  | | |  | |  | |  | | |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | | | | | | | | | | | | | |
| **Anchor Standard RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\***   |  | | --- | | *\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.* | | | | | | | | | | | | | | |
| **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 the choices made by the director or actors. | | | | | | | | | | | | | |
| * Recognize choices directors and actors make. |  |  | |  | | |  | |  | |  | | |
| * Define evaluate. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast the text of a story or drama and the live or filmed production. |  |  | |  | | |  | |  | |  | | |
| * Analyze the faithfulness or departure between the text of a story or drama and the live or filmed production. |  |  | |  | | |  | |  | |  | | |
| * Evaluate the outcome/impact of choices made by directors and actors. |  |  | |  | | |  | |  | |  | | |
| **Anchor Standard RL.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | | | | | | | | | | | | | |
| **8.RL.8** Not applicable to literature | | | | | | | | | | | | | |
| **Anchor Standard RL.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | | | | | | | | | | | | | |
| **8.RL.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | | | | | | | | | | | |
| * Identify theme. |  |  | |  | | |  | |  | |  | | |
| * Identify patterns of events. |  |  | |  | | |  | |  | |  | | |
| * Identify character types. |  |  | |  | | |  | |  | |  | | |
| * Determine similarities and differences between modern words of fiction, myth, traditional story and religious works. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast **themes** in modern fiction to myth/traditional story/religious work. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast **patterns of events** in modern fiction to myth/ traditional story/religious work. |  |  | |  | | |  | |  | |  | | |
| * Compare and contrast **character types** in modern fiction to myth/ traditional story/religious work. |  |  | |  | | |  | |  | |  | | |
| * Evaluate how myths, traditional stories, or religious works are rendered new. |  |  | |  | | |  | |  | |  | | |
| **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY** | | | | | | | | | | | | | |
| **Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.** | | | | | | | | | | | | | |
| **8.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. | | | | | | | | | | | | | |
| * Identify/understand key ideas and details. |  |  | |  | | |  | |  | |  | | |
| * Identify/understand craft and structure. |  |  | |  | | |  | |  | |  | | |
| * Identify/understand integration of knowledge. |  |  | |  | | |  | |  | |  | | |
| * Comprehend key ideas and details. |  |  | |  | | |  | |  | |  | | |
| * Comprehend craft and structure. |  |  | |  | | |  | |  | |  | | |
| * Comprehend integration of knowledge and ideas. |  |  | |  | | |  | |  | |  | | |
| **INFORMATIONAL TEXT:**  **KEY IDEAS AND DETAILS** | | | | | | | | | | | | | |
| **Anchor Standard RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | | | | | | | | | | | |
| * **8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** | | | | | | | | | | | | | |
| * Recognize the difference in explicitly stated and inference information. |  | |  | |  | | |  | |  |  | | |
| * Determine supporting details for what is explicitly stated. |  | |  | |  | | |  | |  |  | | |
| * Determine supporting details for inferences made. |  | |  | |  | | |  | |  |  | | |
| * . Make inferences about what is said in the text. |  | |  | |  | | |  | |  |  | | |
| * Analyze and cite details to determine which ones most strongly support the idea either explicitly or inferred |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard RI.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | | | | | | | | | | | |
| **8.RI.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. | | | | | | | | | | | | | |
| * Identify the central idea of a text. |  | |  | |  | | |  | |  |  | | |
| * Identify ideas that support the central idea of a text. |  | |  | |  | | |  | |  |  | | |
| * Determine the relationship between the central ideas and supporting ideas. |  | |  | |  | | |  | |  |  | | |
| * Analyze the development of the central idea over the course of the text. |  | |  | |  | | |  | |  |  | | |
| * Provide an objective summary of the text. |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard RI.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text** | | | | | | | | | | | | | |
| **8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | | | | | | | | | | | | |
| * Define compare and contrast. |  | |  | | |  | |  | |  |  | | |
| * Define analogies. |  | |  | | |  | |  | |  |  | | |
| * Define categorization. |  | |  | | |  | |  | |  |  | | |
| * Identify individuals, events, and idea in a text. |  | |  | | |  | |  | |  |  | | |
| * Compare how individuals, ideas and events are connected. |  | |  | | |  | |  | |  |  | | |
| * Contrast the distinctions between individuals, ideas, and events. |  | |  | | |  | |  | |  |  | | |
| **CRAFT AND STRUCTURE** | | | | | | | | | | | | | |
| **Anchor Standard RI.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | | | | | | | | | | | |
| * **8.RI.4** 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. | | | | | | | | | | | | | |
| * Identify figurative, connotative, and technical words and phrases. |  | |  | |  | | |  | |  |  | | |
| * Identify words and phrases that include analogies and allusions to other texts. |  | |  | |  | | |  | |  |  | | |
| * Identify words and phrases that include analogies and allusions to other texts. |  | |  | |  | | |  | |  |  | | |
| * Analyze the impact of word choice on meaning and tone. |  | |  | |  | | |  | |  |  | | |
| * Analyze the impact of analogies and allusions to the meaning and tone of other texts. |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard RI.5: Analyze the structure of texts, including how specific sentences, paragaphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**. | | | | | | | | | | | | | |
| **8.RI.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. | | | | | | | | | | | | | |
| * Identify different roles of sentences. |  | |  | |  | | |  | |  | | |  |
| * Identify the structure of a specific paragraph in an informational text. |  | |  | |  | | |  | |  | | |  |
| * Analyze the role that a particular sentence plays in developing and refining the key concept. |  | |  | |  | | |  | |  | | |  |
| * Analyze the structure of specific sentences in developing a paragraph |  | |  | |  | | |  | |  | | |  |
| **Anchor Standard RI.6: Assess how point of view or purpose shapes the content and style of a text** | | | | | | | | | | | | | |
| **8.RI.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | | | | | | | | | | | | | |
| * Determine the author’s point of view or purpose. |  | |  | |  | | |  | |  | |  | |
| * Identify evidence the author uses to support his/her viewpoint or purpose. |  | |  | |  | | |  | |  | |  | |
| * Identify conflicting evidence or viewpoints presented in a given text. |  | |  | |  | | |  | |  | |  | |
| * Compare and contrast the author’s evidence and/or viewpoints to any conflicting evidence and/or viewpoints. |  | |  | |  | | |  | |  | |  | |
| * Analyze the techniques the author uses to respond to conflicting evidence. |  | |  | |  | | |  | |  | |  | |
| * Support your analysis of evidence with examples. |  | |  | |  | | |  | |  | |  | |
| **INTEGRATION OF KNOWLEDGE OF IDEAS** | | | | | | | | | | | | | |
| **Anchor Standard RI.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** *\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.* | | | | | | | | | | | | | |
| **8.RI.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. | | | | | | | | | | | | | |
| * Identify different mediums including print, digital, video, and multimedia. |  | |  | |  | | |  | |  | | |  |
| * Define evaluate. |  | |  | |  | | |  | |  | | |  |
| * Evaluate media the advantages and disadvantages of using print in a presentation. |  | |  | |  | | |  | |  | | |  |
| * Evaluate the advantages and disadvantages of using digital media in a presentation. |  | |  | |  | | |  | |  | | |  |
| * Evaluate the advantages and disadvantages of using video in a presentation. |  | |  | |  | | |  | |  | | |  |
| * Evaluate the advantages and disadvantages of using multimedia in a presentation. |  | |  | |  | | |  | |  | | |  |
| * Use different mediums. |  | |  | |  | | |  | |  | | |  |
| **Anchor Standard RI.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | | | | | | | | | | | | | |
| **8.RI.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. | | | | | | | | | | | | | |
| * Define and identify relevant/ irrelevant evidence in informational text |  | |  | |  | | |  | |  | |  | |
| * Define and identify sufficient/ insufficient evidence in informational text. . |  | |  | |  | | |  | |  | |  | |
| * Define and identify sound/ unsound reasoning in informational text. |  | |  | |  | | |  | |  | |  | |
| * Delineate the argument and specific claims of a text. |  | |  | |  | | |  | |  | |  | |
| * Classify evidence as relevant/ irrelevant in informational text. |  | |  | |  | | |  | |  | |  | |
| * Classify reasoning as sound/ unsound in informational text. |  | |  | |  | | |  | |  | |  | |
| * Classify evidence as sufficient/ insufficient in informational text. |  | |  | |  | | |  | |  | |  | |
| * Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence. |  | |  | |  | | |  | |  | |  | |
| **Anchor Standard RI.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take** | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | |
| * Identify differences or conflicting information between two texts. |  | |  | |  | | |  | |  | |  | |
| * Recognize facts or interpretation. |  | |  | |  | | |  | |  | |  | |
| * Identify criteria for analyzing texts. |  | |  | |  | | |  | |  | |  | |
| * Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation. |  | |  | |  | | |  | |  | |  | |
| **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY** | | | | | | | | | | | | | |
| **Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently.** | | | | | | | | | | | | | |
| **8.RI.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | | | | | | | |
| * Identify and understand key ideas and details. |  | |  | |  | | |  | |  |  | | |
| * Identify understand craft and structure. |  | |  | |  | | |  | |  |  | | |
| * Identify/understand integration of knowledge. |  | |  | |  | | |  | |  |  | | |
| * Comprehend key ideas and details. |  | |  | |  | | |  | |  |  | | |
| * Comprehend craft and structure. |  | |  | |  | | |  | |  |  | | |
| * Comprehend integration of knowledge. |  | |  | |  | | |  | |  |  | | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **WRITING (W)**  **TEXT TYPES AND PURPOSES** | | | | | | | | | | **Anchor Standard W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** | | | | | | | | | | **8.W.1** Write arguments to support claims with clear reasons and relevant evidence. | | | | | | | | | | **8.W.1a:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | | | | | | | | | | * Identify and explain argument. |  |  |  |  |  |  | | | | * Determine how to introduce claims and acknowledge alternate or opposing claims. |  |  |  |  |  |  | | | | * Organize reasons and evidence logically. |  |  |  |  |  |  | | | | * Build support for claims using logical reasoning and relevant evidence. |  |  |  |  |  |  | | | | * Write an argument to support claims with clear, logical reasons and relevant evidence. |  |  |  |  |  |  | | | | **8.W.1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | | | | | | | | * Identify an accurate, credible source. |  |  |  |  |  |  | | | | * Identify relevant evidence. |  |  |  |  |  |  | | | | * Build support for claims by distinguishing between relevant and irrelevant evidence. |  |  |  |  |  |  | | | | * Evaluate sources for credibility and accuracy. |  |  |  |  |  | |  | | | * Write an argument which cites credible and accurate sources of information. |  |  |  |  |  | |  | | | * Write an argument which demonstrates an understanding of the topic or text. |  |  |  |  |  | |  | | | **8.W.1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | | | | | | | | * Identify and explain phrases and clauses that create cohesion and clarify relationships |  |  |  |  |  | | |  | | * Identify and explain alternate, counter, or opposing claims. |  |  |  |  |  | | |  | | * Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence. |  |  |  |  |  | | |  | | * Write an argument which introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims. |  |  |  |  |  | | |  | | * Write an argument which demonstrates logical organization of reasons and evidence. |  |  |  |  |  | | |  | | * Write an argument which uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence. |  |  |  |  |  | | |  | | **8.W.1d:** Establish and maintain a formal style. | | | | | | | | | | * Identify and define formal style. |  |  |  |  |  | | |  | | * Write an argument which establishes and maintains a formal style. |  |  |  |  |  | | |  | | **8.W.1e:** Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | | | | | * Identify and explain a concluding statement. |  |  |  |  |  | | |  | | * Plan a concluding statement following the argument. |  |  |  |  |  | | |  | | * Write an argument which provides a concluding statement that follows from and supports the argument presented. |  |  |  |  |  | | |  | | **Anchor Standard W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | | | | | | | | | | **8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | | | | | | | **8.W.2a:** 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. | | | | | | | | | | * Identify a topic. |  |  |  |  |  |  | | | | * Organize ideas, concepts, and information into broader categories |  |  |  |  |  |  | | | | * Write informative/explanatory texts to examine a topic. |  |  |  |  |  |  | | | | * Write informative/explanatory texts to convey ideas. |  |  |  |  |  |  | | | | * Write informative/explanatory texts to explain concepts and information. |  |  |  |  |  |  | | | | * Write with organization. |  |  |  |  |  |  | | | | * Apply formatting, graphics, and multimedia to aid comprehension. |  |  |  |  |  |  | | | | **8.W.2b:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | | | | | | | | | | * Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic. |  |  |  |  |  |  | | | | * Develop a topic with relevant, well-chosen facts. |  |  |  |  |  |  | | | | * Develop a topic using definitions, concrete details, quotations, examples and other information. |  |  |  |  |  |  | | | | **8.W.2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | | | | | | * Identify transitions |  |  |  |  |  |  | | | | * Select appropriate and varied transitions to create cohesion and clarify relationships. |  |  |  |  |  |  | | | | * Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion. |  |  |  |  |  |  | | | | **8.W.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | | | | | | | | * Identify precise language and domain-specific vocabulary. |  |  |  |  |  |  | | | | * Determine precise language and domain-specific vocabulary. |  |  |  |  |  |  | | | | * Use precise language and domain-specific vocabulary |  |  |  |  |  |  | | | | **8.W.2e:** Establish and maintain a formal style. | | | | | | | | | | * Identify formal style |  |  |  |  |  |  | | | | * Establish and maintain a formal style |  |  |  |  |  |  | | | | **8.W.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented | | | | | | | | | | * Identify a conclusion for a topic that follows from and supports the information or explanation presented. |  |  |  |  |  |  | | | | * Determine an effective, supportive conclusion for the topic or section. |  |  |  |  |  |  | | | | * Provide an effective, concluding statement or section that supports the topic. |  |  |  |  |  |  | | | | **Anchor Standard W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*** | | | | | | | | | | **8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** | | | | | | | | | | **8.W.3a:** 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. | | | | | | | | | | * Identify various points of view in narratives. |  |  |  |  |  |  | | | | * Interpret points of view of various narratives. |  |  |  |  |  |  | | | | * Design and organize event sequences that unfold naturally and logically. |  |  |  |  |  |  | | | | * Write a narrative that engages the reader. |  |  |  |  |  |  | | | | * Write a narrative that establishes a context and point of view. |  |  |  |  |  |  | | | | **8.W.3b:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | | | | | | | | | | * Identify narrative techniques such as dialogue, pacing, description, and reflection. |  |  |  |  |  |  | | | | **8.W.3c.:** 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. | | | | | | | | | | * Recognize transition words, phrases, and clauses. |  |  |  |  |  |  | | | | * Use a variety of transitions to shift from one setting to another. |  |  |  |  |  |  | | | | * Analyze the relationships among experiences and events. |  |  |  |  |  |  | | | | * Write a narrative that uses a variety of transitions to convey sequence and signal shifts. |  |  |  |  |  |  | | | | **8.W.3d:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | | | | | | | | | | * Recognize how authors use precise words/phrases to help readers visualize or sense the action. |  |  |  |  |  |  | | | | * Recognize how authors use description to help readers visualize or sense the action. |  |  |  |  |  |  | | | | * Recognize how authors use sensory details to help readers visualize or sense the action. |  |  |  |  |  |  | | | | * Use precise, descriptive, and sensory language to capture the action and to develop experiences and events. |  |  |  |  |  |  | | | | * Write a narrative that uses appropriate precise, descriptive sensory language. |  |  |  |  |  |  | | | | **8.W.3e:** Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | | | | | | | * Assemble a conclusion that reflects on experiences and events. |  |  |  |  |  |  | | | | * Write a narrative that leads to a reflective conclusion. |  |  |  |  |  |  | | | | **PRODUCTION AND DISTRIBUTION OF WRITING** | | | | | | | | | | **Anchor Standard W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | | | | | | | | **8.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) | | | | | | | | | | * Analyze the reason for writing to decide on task, purpose, and audience. |  |  |  |  |  |  | | | | * Determine suitable idea development strategies. |  |  |  |  |  |  | | | | * Determine suitable organization. |  |  |  |  |  |  | | | | * Determine suitable style. |  |  |  |  |  |  | | | | * Comprehend key ideas and details. |  |  |  |  |  |  | | | | * Comprehend craft and structure. |  |  |  |  |  |  | | | | * Comprehend integration of knowledge. |  |  |  |  |  |  | | | | * Produce writing with clear and coherent idea development. |  |  |  |  |  |  | | | | * Produce writing with clear and coherent organization. |  |  |  |  |  |  | | | | * Produce writing with clear and coherent style. |  |  |  |  |  |  | | | | **Anchor Standard W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | | | | | | | | **8.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) | | | | | | | | | | * Recognize how to plan, revise, edit, and rewrite. |  |  |  |  |  |  | | | | * Recognize how to try a new approach |  |  |  |  |  |  | | | | * Determine how well the focus of the purpose has been addressed. |  |  |  |  |  |  | | | | * Determine how well the focus of audience has been addressed. |  |  |  |  |  |  | | | | * Develop and strengthen writing by planning, revising, editing, and rewriting with some guidance and support from peers and adults. |  |  |  |  |  |  | | | | * Develop and strengthen writing by trying a new approach with some guidance and support from peers and adults. |  |  |  |  |  |  | | | | **Anchor Standard W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | | | | | | | | | | **8.W.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 withothers | | | | | | | | | | * Identify publishing and collaboration options that use technology. |  |  |  |  |  |  | | | | * Know how to collaborate effectively. |  |  |  |  |  |  | | | | * Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience. |  |  |  |  |  |  | | | | * Determine the best technology options for communicating and collaborating with others for an intended purpose. |  |  |  |  |  |  | | | | * Evaluate the relationship between information presented and ideas expressed. |  |  |  |  |  |  | | | | * Select technology to present information and ideas. |  |  |  |  |  |  | | | | * Use technology (Internet) to produce, revise, edit, and publish writing. |  |  |  |  |  |  | | | | * Use technology to interact and collaborate with others. |  |  |  |  |  |  | | | | * Use technology to present information and ideas. |  |  |  |  |  |  | | | | **RESEARCH TO BUILD AND PRESENT KNOWLEDGE** | | | | | | | | | | **Anchor Standard W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | | | | | | | | | | **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 that allow for multiple avenues of exploration. | | | | | | | | | | * Identify reliable sources of information. |  |  |  |  |  |  | | | | * Apply appropriate inquiry methods to conduct a research project. |  |  |  |  |  |  | | | | * Apply multiple avenues of exploration. |  |  |  |  |  |  | | | | * Determine which facts/examples best answer a question. |  |  |  |  |  |  | | | | * Draw conclusions about the validity of sources. |  |  |  |  |  |  | | | | * Formulate questions that allow for other avenues of exploration. |  |  |  |  |  |  | | | | * Conduct short research projects that answer questions. |  |  |  |  |  |  | | | | * Conduct short research projects that draw on several sources. |  |  |  |  |  |  | | | | * Conduct short research projects which generate focused questions that allow for multiple avenues of exploration. |  |  |  |  |  |  | | | | **Anchor Standard W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | | | | | | | | | | **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. | | | | | | | | | | * Recognize standard format for a citation. |  |  |  |  |  |  | | | | * Determine the relevance of information gathered from print and digital sources. |  |  |  |  |  |  | | | | * Assess the credibility and accuracy of a source. |  |  |  |  |  |  | | | | * Quote or paraphrase the data and conclusions of others, avoiding plagiarism. |  |  |  |  |  |  | | | | * Use search terms effectively. |  |  |  |  |  |  | | | | * Gather relevant information from multiple sources. |  |  |  |  |  |  | | | | **Anchor Standard W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | | | | | | | | **8.W.9a:** Apply grade 8 Reading standards to 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”). | | | | | | | | | | * Identify key ideas and details that support conclusions. |  |  |  |  |  |  | | | | * Cite textual evidence to analyze explicit text. |  |  |  |  |  |  | | | | * Draw evidence from key ideas and details as support for research. |  |  |  |  |  |  | | | | * Analyze key ideas and details as evidence of understanding text. |  |  |  |  |  |  | | | | * Reflect on key ideas and details as evidence of support and understanding. |  |  |  |  |  |  | | | | **8.W.9b:** 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”). | | | | | | | | | | * Identify key ideas and details that support conclusions. |  |  |  |  |  |  | | | | * Cite textual evidence to analyze explicit text. |  |  |  |  |  |  | | | | * Draw evidence from key ideas and details as support for research. |  |  |  |  |  |  | | | | * Analyze key ideas and details as evidence of understanding text. |  |  |  |  |  |  | | | | * Reflect on key ideas and details as evidence of support and understanding. |  |  |  |  |  |  | | | | **RANGE OF WRITING** | | | | | | | | | | **Anchor Standard W.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 tasks, purposes, and audiences.** | | | | | | | | | | **8.W.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. | | | | | | | | | | * Identify discipline-specific tasks, audiences, and purposes. |  |  |  |  |  |  | | | | * Identify the organizational structures for various types of writing. |  |  |  |  |  |  | | | | * Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience. |  |  |  |  |  |  | | | | * Write for various audiences and purposes over shortened time frames. |  |  |  |  |  |  | | | | * Write various audiences and purposes over extended time frames |  |  |  |  |  |  | | |   **SPEAKING LISTENING (SL)**  **COMPREHENSION AND COLLABORATION** | | | | | | | | | | | | | |
| **Anchor Standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | | | | | | | | | | | |
| **8.SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ | | | | | | | | | | | | | |
| **8.SL.1a:** 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. | | | | | | | | | | | | | |
| * Know: Concepts/Skills: |  | |  | |  | | |  | |  |  | | |
| * Identify key ideas from reading material or research. |  | |  | |  | | |  | |  |  | | |
| * Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others. |  | |  | |  | | |  | |  |  | | |
| * Articulate personal ideas clearly |  | |  | |  | | |  | |  |  | | |
| **8.SL.1b**: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed | | | | | | | | | | | | | |
| * Describe components of a collegial discussion and planning. |  | |  | |  | | |  | |  |  | | |
| * Track progress toward specific goals and deadlines, defining individual roles as needed. |  | |  | |  | | |  | |  |  | | |
| * Demonstrate collegial rules during discussion. |  | |  | |  | | |  | |  |  | | |
| **8.SL.1c:** Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | | | | | | | | | | | | | |
| * Analyze texts, issues, and others’ opinions. |  | |  | |  | | |  | |  |  | | |
| * Formulate comments, questions, and responses based on evidence, observations, and ideas. |  | |  | |  | | |  | |  |  | | |
| * Pose relevant questions that connect ideas of several speakers. |  | |  | |  | | |  | |  |  | | |
| * Respond to questions and comments with relevant details. |  | |  | |  | | |  | |  |  | | |
| **8.SL.1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | | | | | | | | | | | | | |
| * Recognize key ideas and new information during discussions. |  | |  | |  | | |  | |  |  | | |
| * Evaluate personal views and the views of others. |  | |  | |  | | |  | |  |  | | |
| * Evaluate new information, personal views, as well as the views of others. |  | |  | |  | | |  | |  |  | | |
| * Engage in a variety of discussions by listening and sharing acquired and prior knowledge. |  | |  | |  | | |  | |  |  | | |
| * Engage in a variety of discussions by listening and sharing acquired and prior knowledge |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | | | | | | | | | | | |
| **8.SL.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,commercial, political) behind its presentation. | | | | | | | | | | | | | |
| * Identify the author’s purpose in information presented. |  | |  | |  | | |  | |  |  | | |
| * Identify the author’s motives for the presentation of information. |  | |  | |  | | |  | |  |  | | |
| * Analyze the purpose of information presented in diverse media and formats. |  | |  | |  | | |  | |  |  | | |
| * Evaluate the motives behind the presentation of the information. |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | |
| * Define and identify a speaker’s argument and claims. |  | |  | |  | | |  | |  |  | | |
| * Define and identify sound reasoning. |  | |  | |  | | |  | |  |  | | |
| * Define and identify unsound reasoning. |  | |  | |  | | |  | |  |  | | |
| * Define and identify **relevant** evidence. |  | |  | |  | | |  | |  |  | | |
| * Define and identify **irrelevant** evidence. |  | |  | |  | | |  | |  |  | | |
| * Define and identify **sufficient** evidence. |  | |  | |  | | |  | |  |  | | |
| * Define and identify **insufficient** evidence. |  | |  | |  | | |  | |  |  | | |
| * Delineate a speaker’s argument and specific claims. |  | |  | |  | | |  | |  |  | | |
| * Evaluate the soundness of the speaker’s reasoning. |  | |  | |  | | |  | |  |  | | |
| * Evaluate the relevance and sufficiency of the speaker’s evidence. |  | |  | |  | | |  | |  |  | | |
| * Distinguish between sound and unsound reasoning in a speaker’s argument. |  | |  | |  | | |  | |  |  | | |
| * Distinguish between relevant and irrelevant evidence in a speaker’s argument. |  | |  | |  | | |  | |  |  | | |
| * Distinguish between sufficient and insufficient evidence in a speaker’s argument. |  | |  | |  | | |  | |  |  | | |
| **PRESENTATION OF KNOWLEDGE AND IDEAS** | | | | | | | | | | | | | |
| **Anchor Standard SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** | | | | | | | | | | | | | |
| **8.SL.4** Present claims and 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. | | | | | | | | | | | | | |
| * Identify claims and findings. |  | |  | |  | | |  | |  |  | | |
| * Identify appropriate eye contact. |  | |  | |  | | |  | |  |  | | |
| * Identify adequate volume. |  | |  | |  | | |  | |  |  | | |
| * Identify clear pronunciation. |  | |  | |  | | |  | |  |  | | |
| * Determine salient points. |  | |  | |  | | |  | |  |  | | |
| * Determine relevant evidence. |  | |  | |  | | |  | |  |  | | |
| * Determine sound, valid reasoning. |  | |  | |  | | |  | |  |  | | |
| * Determine well-chosen details. |  | |  | |  | | |  | |  |  | | |
| * Organize points and details in a coherent manner. |  | |  | |  | | |  | |  |  | | |
| * Present claims and findings emphasizing salient points with relevant evidence. |  | |  | |  | | |  | |  |  | | |
| * Present claims and findings emphasizing salient points with sound, valid reasoning. |  | |  | |  | | |  | |  |  | | |
| * Present claims and findings emphasizing salient points with well-chosen details. |  | |  | |  | | |  | |  |  | | |
| * Demonstrate appropriate eye contact. |  | |  | |  | | |  | |  |  | | |
| * Demonstrate adequate volume. |  | |  | |  | | |  | |  |  | | |
| * Demonstrate clear pronunciation |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** | | | | | | | | | | | | | |
| **8.SL.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest | | | | | | | | | | | | | |
| * Integrate multimedia and visual displays. |  | |  | |  | | |  | |  |  | | |
| * Determine when to integrate multimedia and visual displays to clarify information. |  | |  | |  | | |  | |  |  | | |
| * Determine when to integrate multimedia and visual displays to strengthen claims and evidence. |  | |  | |  | | |  | |  |  | | |
| * Determine when to integrate multimedia and visual displays to add interest |  | |  | |  | | |  | |  |  | | |
| * Integrate multimedia components/ visual displays in a presentation to clarify information. |  | |  | |  | | |  | |  |  | | |
| * Integrate multimedia components/ visual displays in a presentation to strengthen claims and evidence. |  | |  | |  | | |  | |  |  | | |
| * Integrate multimedia components/ visual displays in a presentation to add interest |  | |  | |  | | |  | |  |  | | |
| **Anchor Standard SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | | | | | | | | | | | |
| **8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations. | | | | | | | | | | | | | |
| * Describe qualities of formal speech. |  | |  | |  | | |  | |  |  | | |
| * Describe qualities of informal speech. |  | |  | |  | | |  | |  |  | | |
| * Determine if formal or informal speech is appropriate in the context of a given situation. |  | |  | |  | | |  | |  |  | | |
| * Adapt speech to a given context or task when speaking. |  | |  | |  | | |  | |  |  | | |
| * Demonstrate correct use of formal English when speaking. |  | |  | |  | | |  | |  |  | | |

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| **LANGUAGE**  **CONVENTIONS OF STANDARD ENGLISH** | | | | | | | | |
| **Anchor Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | | | | | | |
| **8.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ALL TARGETS & EXPECTATIONS FOLLOW THIS TIMELINE. THEY SHOULD BE TAUGHT ALL YEAR. | | | | | | | | |
| **8.L.1a:** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | | | | | | | | |
| * Define verbal such as gerunds, participles, and infinitives. |  | |  |  |  |  | |  |
| * Correct misplaced and dangling modifiers |  | |  |  |  |  | |  |
| **8.L.1b:** Form and use verbs in the active and passive voice. | | | | | | | | |
| * Recognize verbs in active voice and passive voice. |  |  | |  |  |  |  | |
| * Form and use verbs in active and passive voice. |  |  | |  |  |  |  | |
| * Correctly form and use verbs in active and passive voice. |  |  | |  |  |  |  | |
| **8.L.1c:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | | | | | | | | |
| * Identify verb moods such as indicative, imperative, interrogative, conditional, and subjunctive. |  | |  |  |  |  | |  |
| * Use the following verb moods correctly - indicative, imperative, interrogative, conditional, and subjunctive. |  | |  |  |  |  | |  |
| **8.L.1d:** Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | |
| * Recognize inappropriate verb voice and mood. |  | |  |  |  |  | |  |
| * Correct inappropriate shifts in verb voice and mood. |  | |  |  |  |  | |  |
| **Anchor Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | | | | | | |
| **8.L.2.** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ALL TARGETS & EXPECTATIONS FOLLOW THIS TIMELINE. THEY SHOULD BE TAUGHT ALL YEAR. | | | | | | | | |
| **8.L.2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | | | | | | | | |
| * Know that a dash is two hyphens without a space between them or on either side. |  | |  |  |  |  | |  |
| * Know that an ellipsis is three or four dots within the sentence. |  | |  |  |  |  | |  |
| * Apply correct capitalization. |  | |  |  |  |  | |  |
| * Apply correct punctuation. |  | |  |  |  |  | |  |
| * Use punctuation (commas, ellipsis, dash) to indicate a pause or a break. |  | |  |  |  |  | |  |
| * Use commas to set off words or phrases that make a distinct break in the flow of thought. |  | |  |  |  |  | |  |
| * Use a dash to set off material that is parenthetic or summary in nature. |  | |  |  |  |  | |  |
| **8.L.2b:** Use an ellipsis to indicate an omission. | | | | | | | | |
| * Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time. |  | |  |  |  |  | |  |
| * Explain the meanings of idioms, adages, and proverbs. |  | |  |  |  |  | |  |
| **8.L.2c:** Spell correctly. | | | | | | | | |
| * Recall and apply spelling rules. |  | |  |  |  |  | |  |
| * Identify and correct misspelled words. |  | |  |  |  |  | |  |
| * Apply correct spelling. |  | |  |  |  |  | |  |
| * Utilize synonyms, antonyms, and homographs. |  | |  |  |  |  | |  |
| **KNOWLEDGE OF LANGUAGE** | | | | | | | | |
| **Anchor Standard L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | | | | | | | | |
| **8.L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  ALL TARGETS & EXPECTATIONS FOLLOW THIS TIMELINE. THEY SHOULD BE TAUGHT ALL YEAR. | | | | | | | | |
| **8.L.3a:** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | | | | | | | | |
| * Recognize language conventions for writing, speaking, reading, and listening. |  | |  |  |  |  | |  |
| * Recognize when verbs are in active or passive voice. |  | |  |  |  |  | |  |
| * Recognize when verbs are in conditional and subjunctive mood. |  | |  |  |  |  | |  |
| * Apply knowledge of language conventions when writing, reading, and listening. |  | |  |  |  |  | |  |
| * Determine when to use verbs in active or passive voice. |  | |  |  |  |  | |  |
| * Determine when to use verbs in the conditional and subjunctive mood. |  | |  |  |  |  | |  |
| **VOCABULARY ACQUISITION AND USE** | | | | | | | | |
| **Anchor Standard L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | | | | | | |
| **8.L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. ALL TARGETS & EXPECTATIONS FOLLOW THIS TIMELINE. THEY SHOULD BE TAUGHT ALL YEAR. | | | | | | | | |
| **8.L.4a:** 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. | | | | | | | | |
| * Determine the meaning of a word or phrase by using context clues. |  | |  |  |  |  | |  |
| * Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. |  | |  |  |  |  | |  |
| **8.L.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | | | | | | | | |
| * Identify common, grade-appropriate Greek and Latin affixes and roots. |  | |  |  |  |  | |  |
| **8.L.4c:** 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. | | | | | | | | |
| * Consult general and specialized reference materials, both print and digital, to find pronunciation. |  | |  |  |  |  | |  |
| * Consult general and specialized reference materials, both print and digital, to determine or clarify precise meaning or part of speech. |  | |  |  |  |  | |  |
| **8.L.4d:** 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). | | | | | | | | |
| * Verify the initial determination of the meaning of a word. |  | |  |  |  |  | |  |
| * Clarify the intended meaning of multiple-meaning words and phrases. |  | |  |  |  |  | |  |
| **Anchor Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | | | | | | | | |
| **8.L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  ALL TARGETS & EXPECTATIONS FOLLOW THIS TIMELINE. THEY SHOULD BE TAUGHT ALL YEAR. | | | | | | | | |
| **8.L.5a:** Interpret figures of speech (e.g., verbal irony, puns) in context. | | | | | | | | |
| * Recognize the meaning of figurative language. |  | |  |  |  |  | |  |
| **8.L.5b:** Use the relationship between particular words to better understand each of the words. | | | | | | | | |
| * Recognize the different types of relationships between words. |  | |  |  |  |  | |  |
| * Analyze the relationship between particular words. |  | |  |  |  |  | |  |
| * Demonstrate the relationship between words to find meaning. |  | |  |  |  |  | |  |
| **8.L.5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | | | | | | | | |
| * Define the meaning of the terms connotation and denotation. |  | |  |  |  |  | |  |
| * Distinguish among the connotations of words with similar denotations. |  | |  |  |  |  | |  |
| **Anchor Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | | | | | | |
| **8.L.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 of expression. | | | | | | | | |
| * Identify general academic and domain-specific words and phrases. |  | |  |  |  |  | |  |
| * Gather vocabulary knowledge important to comprehension or expression. |  | |  |  |  |  | |  |
| * Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words. |  | |  |  |  |  | |  |
| * Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. |  | |  |  |  |  | |  |
| * Select appropriate resources to aid in gathering vocabulary knowledge. |  | |  |  |  |  | |  |