

COMMON CORE

State Standards

DECONSTRUCTED for CLASSROOM IMPACT

EIGHTH GRADE

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE & TECHNICAL SUBJECTS



The
COMMON CORE
Institute

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Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The Overview includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, the **Domain** represents the area or **Domain** of literacy: reading literature (RL), reading foundation (RF), etc. Think of the **Domain** as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent **Domain**.

What follows the **Domain** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this strand and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets** of **Know: Concepts/Skills, Think, and Do**, and **Key Strategies**.

The Essential Question(s) enable you to focus your instructional strategies and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets** of **Know: Concepts/Skills, Think, and Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
LITERATURE
(RL)**

EIGHTH GRADE

ENGLISH LANGUAGE ARTS



College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*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.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will analyze a text for a central theme or idea and support their analysis with strong textual evidence.

Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text.

Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note of how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. Once students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters, setting, and plot. Students may use a story map as a guide to outlining the story's thematic development.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.RL.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.

ESSENTIAL QUESTION(S)

How can I provide the best proof from the text to support meaning of the text?

LEARNING PROGRESSIONS

7th Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8th Grade

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

9th Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.RL.2

How can I use the relationship between the story elements to summarize the theme of the text?

ESSENTIAL QUESTION(S)

- In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?
- How can I briefly and accurately express the key elements/ideas of the story?
- How does the narrator or characters' behaviors contribute to the theme?

LEARNING PROGRESSIONS

7th Grade

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

8th Grade

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.

9th Grade

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

LITERATURE

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD 8.RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does the behavior of the characters cause an action or reactions in the text?

LEARNING PROGRESSIONS

7th Grade

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

8th Grade

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.

9th Grade

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading. Heinemann, 2013.

ANCHOR READING STANDARDS

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, how he creates a "sub story" or "story-within-a-story" and why he may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer's use of language creates meaning within a text.

Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the lens through which the reader is allowed to see the story. In order to do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what "they" (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss those techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How does the author's use of specific types of figurative language and connotation affect the meaning of the text?
- How do analogies or allusions to other text impact tone and mood in the text?

LEARNING PROGRESSIONS

7th Grade

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

8th Grade

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.

9th Grade

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific words choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- How can text structures of different texts contribute to meaning and style?

LEARNING PROGRESSIONS

7th Grade

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

8th Grade

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.

9th Grade

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.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

*Research based strategies developed by Kyleene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD 8.RL.6

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How do different points of view within the story create suspense or humor?

LEARNING PROGRESSIONS

7th Grade

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

8th Grade

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.

9th Grade

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

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. 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.

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.

CRITICAL FOCUS

LEARNER OUTCOMES

Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed these impressions? Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created based off of the visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image.

Furthermore, they may notice that particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and alterations. To extend this standard, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the purpose behind the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting.

Eighth grade students will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.*

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does a filmed or live production of a story differ from the written version of text?

LEARNING PROGRESSIONS

7th Grade

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

8th Grade

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.

9th Grade

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Muse des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus").

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.RL.8

(Not applicable to literature.)

ESSENTIAL QUESTION(S)

Not Available.

LEARNING PROGRESSIONS

7th Grade

Not applicable to literature.

8th Grade

Not applicable to literature.

9th Grade

Not applicable to literature.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does a modern event relate to a classical text to create an updated account?

LEARNING PROGRESSIONS

7th Grade

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

8th Grade

Analyze how a modern work of fiction draws on the 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.

9th Grade

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CRITICAL FOCUS

LEARNER OUTCOMES

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.

“Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habit of reading independently and closely, which are essential to their future success.”

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of literary texts?

LEARNING PROGRESSIONS

7th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

8th Grade

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.

9th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

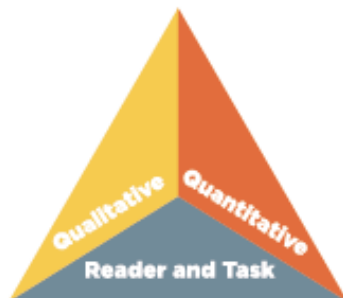
KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



- Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text:** Readability measures and other scores of text complexity
- Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
INFORMATIONAL
TEXT (RI)**

EIGHTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading Information

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*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.

ANCHOR READING STANDARDS

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark up the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author's purpose and overall message of the text along with which details best support this meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically, those which directly connect with and uphold the central idea.

Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-aloud and guided practice will aid students in this process.

Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students begin to realize the central idea, they should reflect upon how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develops. Eighth grade students will analyze a writer's style and presentation in order to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information.

INFORMATIONAL TEXT

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How can I provide proof of what I have learned from different kinds of text?

LEARNING PROGRESSIONS

7th Grade

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8th Grade

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

9th Grade

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How can I use the relationship between the main idea and details to summarize the text?

LEARNING PROGRESSIONS

7th Grade

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

8th Grade

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.

9th Grade

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.RI.3

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

ESSENTIAL QUESTION(S)

How can the connections made in the text help me understand the text?

LEARNING PROGRESSIONS

7th Grade

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

8th Grade

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through examples or anecdotes).

9th Grade

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Define compare and contrast.
Define analogies.
Define categorization.
Identify individuals, events, and ideas in a text.

Compare how individuals, ideas, and events are connected.
Contrast the distinctions between individuals, ideas, and events.

INFORMATIONAL TEXT

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, how he builds the background knowledge of the reader, and why he refers to alternate texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning.

Students will understand how writers go about crafting paragraphs in order to build meaning. They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Work like this may include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph.

Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures. Students will recognize how an author's perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

ENGLISH LANGUAGE ARTS

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How can I learn the meaning of words and phrases in the text?
- How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?
- How do analogies or allusions to other text impact tone and mood in the text?

LEARNING PROGRESSIONS

7th Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

8th Grade

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.

9th Grade

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	How does the arrangement of the details help develop or refine a key concept?		
LEARNING PROGRESSIONS	7th Grade	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
	8th Grade	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.	
	9th Grade	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.	

INFORMATIONAL TEXT

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does the author respond to counter-arguments in a text?

LEARNING PROGRESSIONS

7th Grade

Assess how point of view or purpose shapes the content and style of a text.

8th Grade

Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

9th Grade

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

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. 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.

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.

CRITICAL FOCUS

LEARNER OUTCOMES

Students will understand how the use of varying mediums may reinforce or distract readers from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to one's intended audience. Work like this may include examining multiple mediums of text focused around the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect upon how effective that medium expresses the message and reaches the intended audience.

Eighth grade students will dissect the argument presented in a text and analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker's overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study or speakers use weaker evidence to discredit oppositions.

Eighth grade students will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. Work like this may include examining argumentative/evaluative texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer's overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument, or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this standard may include seminars and debates as well as reflections.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.*

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How can multimedia presentations of a topic change my understanding of a topic?

LEARNING PROGRESSIONS

7th Grade

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the world).

8th Grade

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

9th Grade

Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How does the author's claims used in the text affect the outcome of an argument?
- Why might an author use irrelevant evidence in an argument?

LEARNING PROGRESSIONS

7th Grade

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

8th Grade

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.

9th Grade

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does a modern event relate to a classical text to create an updated account?

LEARNING PROGRESSIONS

7th Grade

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8th Grade

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.

9th Grade

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify differences or conflicting information between two texts.
Recognize facts or interpretations.
Identify criteria for analyzing texts.

Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.**

CRITICAL FOCUS

LEARNER OUTCOMES

Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of informational texts?

LEARNING PROGRESSIONS

7th Grade

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

8th Grade

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

9th Grade

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify and understand key ideas and details.
Identify and understand craft and structure.
Identify and understand integration of knowledge.

Comprehend key ideas and details.
Comprehend craft and structure.
Comprehend integration of knowledge.

KEY STRATEGIES

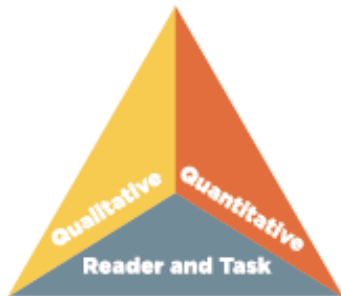
- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Assimilating prior knowledge
- Rereading to clarify information
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

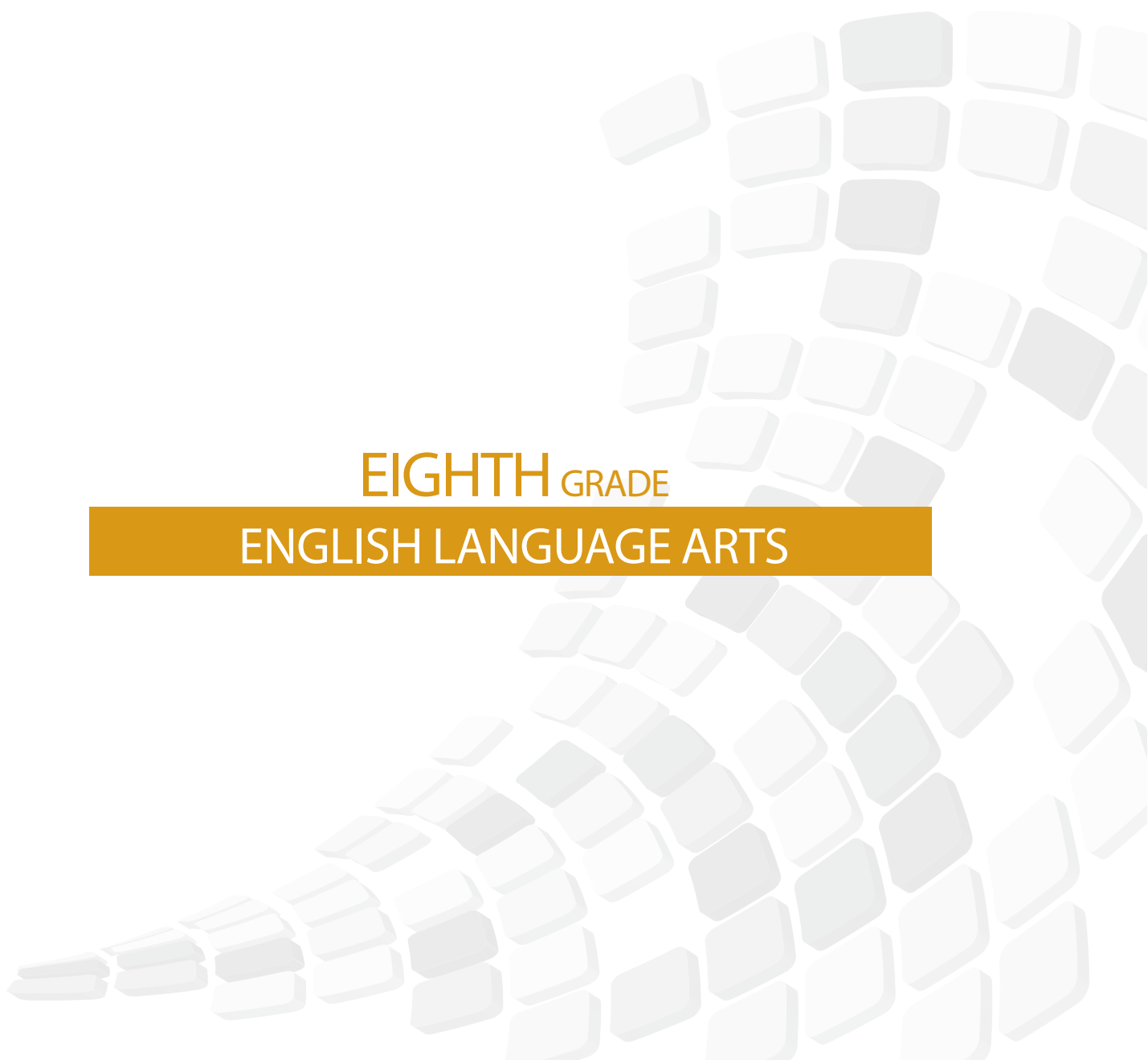
Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

LITERACY DOMAIN: WRITING

WRITING ANCHOR STANDARDS (W)

EIGHTH GRADE

ENGLISH LANGUAGE ARTS



College & Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

ANCHOR WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
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.*

CRITICAL FOCUS

LEARNER OUTCOMES

Students must be able to construct a particular claim based on an issue within a text, consider all counterclaims, and then search for textual evidence to support the claims in a persuasive manner. Work like this may include the student examining a literary text or closely reading articles/ journals and other sources he or she identifies as legitimate or not, depending on the assignment. Once students have established a strong foundation in the defining features of editorials, including controversial topics, structures, and word choice, they are then prepared to create their own editorials. Instruction may focus on how to recognize and use evidence from the text in order to prove a given claim, in a “voice” that is both authoritative and rational. In effect, students will then, in proper order, logically tie all claims/counterclaims, evidence, and closing remarks together to produce a well-supported argument.

Eighth grade students are expected to focus their writing on thoroughly describing or explaining a topic. To master this, students may choose to examine informative/explanatory texts such as content textbooks, articles, and descriptive guides. Once students are able to identify the defining elements of this specific writing genre, such as the diverse types of information and how each can be organized, they are ready to apply the knowledge they gained as a reader, and approach the same information as a writer. Teachers may choose to create cross-curricular links by encouraging students to explore topics from their content area classes. Instruction may focus on how to choose a text structure, how to create language that is appropriate to one’s audience, and how to assume a formal tone.

Students are expected to apply the narrative plot structure to a real or imagined story. Students’ writing should demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers. Work like this might include students developing a personal narrative focused around a significant moment in their life. As students build their story, they may choose to use a variety of brainstorming maps, such as character maps and plot maps, to ensure their writing is well organized.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.W.1

Write arguments to support claims with clear reasons and relevant evidence.

ESSENTIAL QUESTION(S)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

LEARNING PROGRESSIONS

7th Grade

Write arguments to support claims with clear reasons and relevant evidence.

8th Grade

Write arguments to support claims with clear reasons and relevant evidence.

9th Grade

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTED			
8.W.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
8.W.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTED		8.W.1d: Establish and maintain a formal style.		
Learning Expectations:		Know: Concepts/Skills	Think	Do
Students should be able to:		Identify and define formal style.	Write an argument which establishes and maintains a formal style.	Write an argument which establishes and maintains a formal style.

SUBSTANDARD DECONSTRUCTED		8.W.1e: Provide a concluding statement or section that follows from and supports the argument presented.		
Learning Expectations:		Know: Concepts/Skills	Think	Do
Students should be able to:		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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

**ANCHOR
WRITING
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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

**ESSENTIAL
QUESTION(S)**

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

**LEARNING
PROGRESSIONS****7th Grade**

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

8th Grade

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

9th Grade

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a topic.	Organize ideas, concepts, and information into broader categories.	<p>Write informative/explanatory texts to examine a topic.</p> <p>Write informative/explanatory texts to convey ideas.</p> <p>Write informative/explanatory texts to explain concepts and information.</p> <p>Write with organization.</p> <p>Apply formatting, graphics, and multimedia to aid comprehension.</p>

SUBSTANDARD DECONSTRUCTED			
8.W.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic.	<p>Develop a topic with relevant, well-chosen facts.</p> <p>Develop a topic using definitions, concrete details, quotations, examples and other information.</p>

SUBSTANDARD DECONSTRUCTED			
8.W.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
8.W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify precise language and domain-specific vocabulary.	Determine precise language and domain-specific vocabulary.	Use precise language and domain-specific vocabulary.

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTED			
8.W.2e: Establish and maintain a formal style.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify formal style.	Establish and maintain a formal style.	

SUBSTANDARD DECONSTRUCTED			
8.W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR WRITING 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.*

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.W.3

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

ESSENTIAL QUESTION(S)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

LEARNING PROGRESSIONS

7th Grade

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

8th Grade

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

9th Grade

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify various points of view in narratives. 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.

SUBSTANDARD DECONSTRUCTED			
8.W.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify narrative techniques such as dialogue, pacing, description, and reflection.		

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
7.W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
8.W.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Assemble a conclusion that reflects on experiences and events.	Write a narrative that leads to a reflective conclusion.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
6. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

CRITICAL FOCUS

LEARNER OUTCOMES

To demonstrate understanding, students may first practice identifying defining characteristics of argumentative, informative/evaluative, and narrative writing. Students may benefit from anchor charts that serve as reminders for each genre. As students approach these categories of writing, they may receive additional instruction on how to effectively approach their specific task, purpose, and audience. Instruction may focus on choosing a text structure or format, using language that is precise and powerful, and creating a tone that is appropriate for one's audience.

Through a variety of groupings, students will understand how the writing process can be applied in order to craft a well-written piece that is suited for purpose and audience. Work like this may include small-group instruction on generating ideas, whole-class mini-lessons on drafting techniques, one-on-one revision conferences, and partner or self-editing checklists. With each step, students may be encouraged to view their writing from the vantage point of their audience in order to determine the effectiveness of their words, organization, etc.

Students should demonstrate their ability to use technological resources to enhance the overall quality, production, and publication of their writing. To achieve this, students may use technology to broaden their research base, give and receive feedback, and seek out authentic publishing opportunities. For instance, students may use wiki pages as virtual conferencing tools to provide feedback and support as writers. In addition, students may use technology to explore online publishing opportunities, such as slideshow sharing, book-making, and virtual journal submissions.

WRITING

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR WRITING STANDARD W.4

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.)

ESSENTIAL QUESTION(S)

Why do I write?

LEARNING PROGRESSIONS

7th Grade

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.)

8th Grade

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.)

9th Grade

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.)

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR WRITING STANDARD 8.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.)

ESSENTIAL QUESTION(S)

How does the writing process make me a better writer?

LEARNING PROGRESSIONS

7th Grade

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 7.)

8th Grade

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.)

9th Grade

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grades 9-10.)

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR WRITING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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 with others.

ESSENTIAL QUESTION(S)

How can technology be used as a tool to write, publish, and/or collaborate?

LEARNING PROGRESSIONS

7th Grade

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

8th Grade

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.

9th Grade

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CRITICAL FOCUS

LEARNER OUTCOMES

Students will explore inquiry topics through short research projects. This work may begin with student-generated questions focused around areas of interest or content studies. Students may need guidance on determining which questions require researching and synthesizing information from several sources. Instruction may include developing research questions, determining key words or topics for each question, conducting research, and synthesizing multiple sources of information.

Students must be able to correctly incorporate information from a variety of credible and reliable sources when writing. To achieve this, students may be exposed to a range of sources in order to analyze the quality of information presented. Lessons for this standard may revolve around recognizing bias and the importance of fact checking through consulting multiple sources. When incorporating this information into their own writing, students should practice with standard citations and proper paraphrasing.

Students will use their understandings from literary and literary nonfiction texts to support their writing. For a literary text, students may reference patterns of events, conflicts, or character types as evidence of their analysis and determination of theme(s) presented. When writing about literary nonfiction texts, students may cite claims, facts, and evidence outlined in the text. To master this standard, students will need to evaluate their evidence based on the strength of its connection to the text's overall theme or central idea. Instruction may involve modeling of the thought process writers undergo as they work to support and elaborate upon their ideas through textual evidence.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How can I learn more about a topic by completing a research project?

LEARNING PROGRESSIONS

7th Grade

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8th Grade

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.

9th Grade

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

WRITING

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How can I recall and organize information accurately?
- How can I collect and organize information accurately?
- Why is it important for me to know how to summarize and paraphrase others' work?
- How can I quote a source without plagiarizing?

LEARNING PROGRESSIONS

7th Grade

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.

8th Grade

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.

9th Grade

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and following a standard format for citation.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

WRITING

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
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- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ESSENTIAL QUESTION(S)
How can I use evidence to support my purpose?

LEARNING PROGRESSIONS

7th Grade	Draw evidence from literary or informational texts to support analysis, reflection and research.
8th Grade	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9th Grade	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

SUBSTANDARD DECONSTRUCTED

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”).

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

SUBSTANDARD DECONSTRUCTED

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”).

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

WRITING

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Range of Writing

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.

CRITICAL FOCUS

LEARNER OUTCOMES

To become skilled writers, students must practice writing in a myriad of situations. Writing assignments should be woven naturally and routinely into instructional lessons. Writing opportunities may include warm-up assignments that activate prior knowledge, longer writing assignments that involve the writing process, and reflections that serve as both checks for introspection and understanding.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR WRITING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- Why is it important to write regularly?
- Why is it important to adopt the routine of research, reflection, and revision?
- Why is it important to write for different reasons and different audiences?

LEARNING PROGRESSIONS

7th Grade

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.

8th Grade

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.

9th Grade

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.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct instruction in strategies
 - Brainstorming
 - Collaboration for peer reviewing
 - Writing persuasive essays
- Direct Instruction Process
 1. Develop background knowledge
 2. Describe the strategy
 3. Model it
 4. Memorize it
 5. Support it
 6. Use it independently
- Guided Writing
 - Concept introduction
 - Teacher demonstration
 - Shared writing
 - Independent writing
- Inquiry activities
- Mini-lessons on skills
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN: SPEAKING & LISTENING

SPEAKING AND LISTENING ANCHOR STANDARDS (SL)

EIGHTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will band together in groups in an effort to collaborate and 'bounce ideas' off one another on various issues within a text, in order to reach a common understanding. To show mastery, students could participate in activities including book clubs, Socratic seminars, and philosophical chairs. To prepare for discussions and debates such as these, students must read a text closely and with predetermined purpose(s). Students then come together, under the guidelines of a specific structure, and probe for deeper meanings beneath the text. They should ask pointed questions, actively listen for and gauge other students' responses, and reflect on and reevaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others' ideas, and seeking to construct a higher truth or synthesis on whatever topic of discussion/debate is at hand.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR SPEAKING AND LISTENING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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, texts, and issues, building on others' ideas and expressing their own clearly.

ESSENTIAL QUESTION(S)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

LEARNING PROGRESSIONS

7th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

8th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

9th Grade

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
8.SL.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		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.

SUBSTANDARD DECONSTRUCTED			
8.SL.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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. Acknowledge new information posed and use evidence to justify personal viewpoints.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARD SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

- How do I determine what is important in diverse media formats to evaluate a motive for the presentation?

LEARNING PROGRESSIONS

7th Grade

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8th Grade

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.

9th Grade

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

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.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARD SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• How do I determine which claims are valid when listening to a speaker?• How do I decide if a speaker’s claims are supported by evidence?		
LEARNING PROGRESSIONS	7th Grade	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
	8th Grade	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.	
	9th Grade	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Define and identify a speaker’s argument and claims.</p> <p>Define and identify sound reasoning.</p> <p>Define and identify unsound reasoning.</p> <p>Define and identify relevant evidence.</p> <p>Define and identify irrelevant evidence.</p> <p>Define and identify sufficient evidence.</p> <p>Define and identify insufficient evidence.</p>	<p>Delineate a speaker’s argument and specific claims.</p> <p>Evaluate the soundness of the speaker’s reasoning.</p> <p>Evaluate the relevance and sufficiency of the speaker’s evidence.</p> <p>Distinguish between sound and unsound reasoning in a speaker’s argument.</p> <p>Distinguish between relevant and irrelevant evidence in a speaker’s argument.</p> <p>Distinguish between sufficient and insufficient evidence in a speaker’s argument.</p>	

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Presentation of Knowledge and Ideas

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.**
5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will present logical and reasonable evidence that supports an argument, stance, or position. When students present their information, they will use effective practices in order to engage their audience. Activities may include preparing persuasive speeches on topics of interest such as school reform or rights of teenagers. Students will then choose evidence to build an argument for their position. To do this, students should first consider the interests and biases of their audiences (or opponents) and based on this, learn how to anticipate their opponent's counter-argument, so as to better build their own.

Students may choose to use graphic organizers when drafting their arguments to increase the clarity of their piece. Finally, students should be encouraged to practice their speech prior to presenting. Becoming familiar with the text is key; this will aid students in establishing and maintaining eye contact with the audience. Students will also want to pay attention to their pacing and volume in order to best reach their intended audience.

Students will consider the most effective way to present information that supports the purpose of their text as well as engages their audience. Work like this might require students to examine a variety of visual text features and media usage, such as graphs and sound effects. For each feature, students should describe the information presented, determine the feature's overall purpose, and analyze how effectively the feature communicates information to the reader. As the features are examined, students may contribute their findings to a collective bank of ideas (perhaps a word wall or wiki). As students produce texts, they can consult this resource in order to determine which tools best fit their audience and purpose.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR SPEAKING AND LISTENING 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.

ESSENTIAL QUESTION(S)

How does the way I organize my presentation affect how my audience hears and understands the message?

LEARNING PROGRESSIONS

7th Grade

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8th Grade

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.

9th Grade

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR SPEAKING AND LISTENING STANDARD SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.SL.5

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

ESSENTIAL QUESTION(S)

How do I decide the best place(s) in a presentation to use multimedia or visual displays to emphasize points?

LEARNING PROGRESSIONS

7th Grade

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

8th Grade

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

9th Grade

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR SPEAKING AND LISTENING STANDARD SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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.)

ESSENTIAL QUESTION(S)

- Why do I need to think about the audience and purpose each time I speak?
- How do I decide when to use formal or informal English when speaking?

LEARNING PROGRESSIONS

7th Grade

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

8th Grade

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.)

9th Grade

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

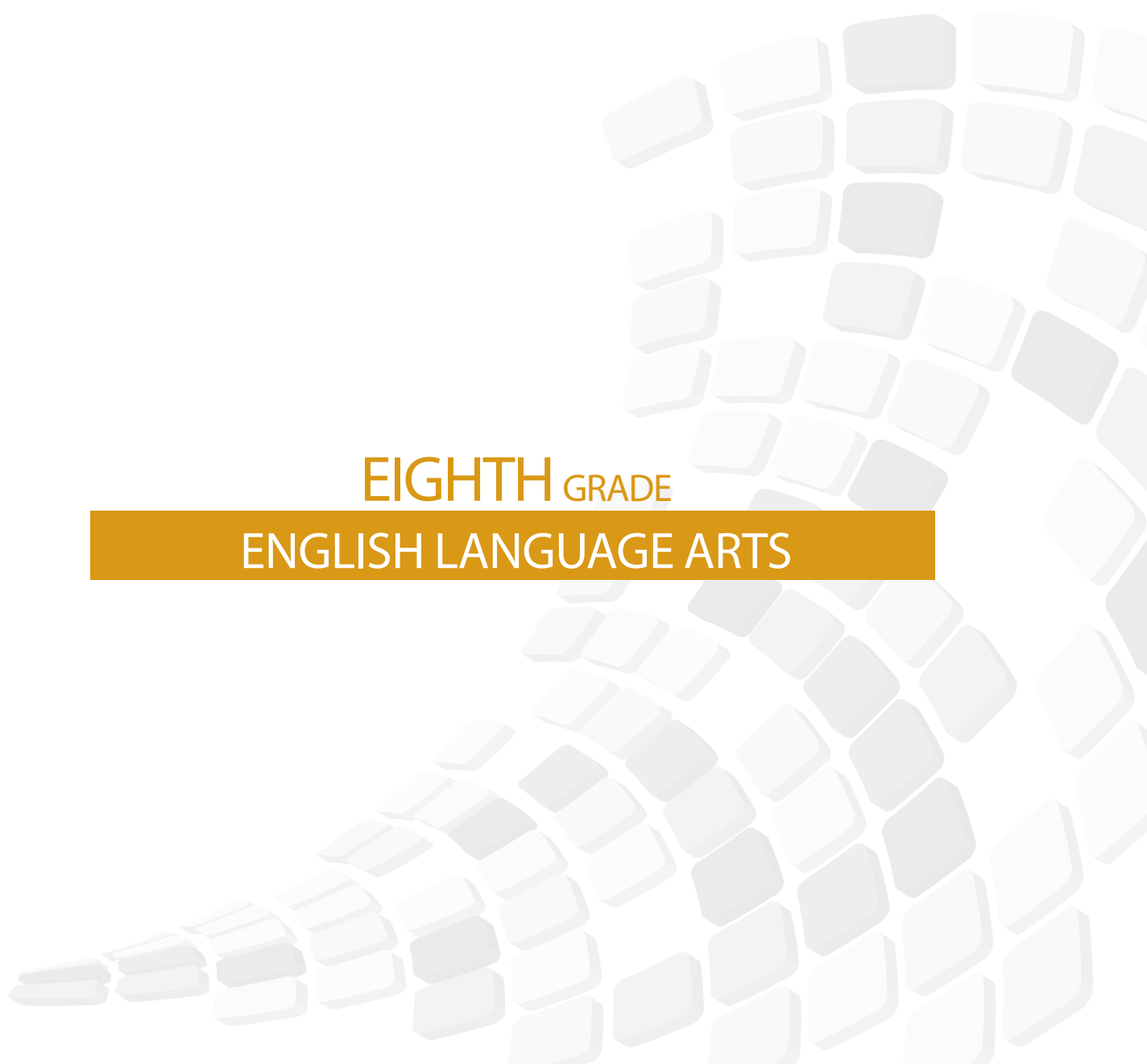
- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN: LANGUAGE

LANGUAGE ANCHOR STANDARDS (L)

EIGHTH GRADE

ENGLISH LANGUAGE ARTS



College and Career Ready Language Anchor Standards

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

ANCHOR LANGUAGE STANDARDS

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CRITICAL FOCUS

LEARNER OUTCOMES

An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Eighth grade students will understand how grammatical conventions and usage effectively communicate meaning to the reader or listener. To attain this understanding, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language. Work like this might include reviewing examples and non-examples of appropriate verb usage, examining how word choice transforms the meaning of a text, and participating in editing sessions where knowledge of this standard can be applied.

Students will be able to use standard conventions to purposefully communicate intention and meaning with their reader. One way to approach this leaning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and incidental encounters. Once students have been exposed to varied examples, they should apply their learning to their own writing.

In addition, the study of word patterns and commonly misspelled words may also support students' spelling abilities.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR LANGUAGE STANDARD L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ESSENTIAL QUESTION(S)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

LEARNING PROGRESSIONS

7th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

SUBSTANDARD DECONSTRUCTED			
8.L.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define verbals such as gerunds, participles, and infinitives.	Correct misplaced and dangling modifiers.	

SUBSTANDARD DECONSTRUCTED			
8.L.1b: Form and use verbs in the active and passive voice.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.

SUBSTANDARD DECONSTRUCTED			
8.L.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify verb moods such as indicative, imperative, interrogative, conditional, and subjunctive.	Use the following verb moods correctly - indicative, imperative, interrogative, conditional, and subjunctive.	

SUBSTANDARD DECONSTRUCTED			
8.L.1d: Recognize and correct inappropriate shifts in verb voice and mood.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize inappropriate verb voice and mood.	Correct inappropriate shifts in verb voice and mood.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

**ANCHOR
LANGUAGE
STANDARD
L.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ESSENTIAL QUESTION(S)	Why is it important for me to know and follow the rules of standard English mechanics for writing?	
LEARNING PROGRESSIONS	7th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	8th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9th Grade	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTED			
8.L.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Know that a dash is two hyphens without a space between them or on either side.</p> <p>Know that an ellipsis is three or four dots within the sentence.</p> <p>Apply correct capitalization.</p> <p>Apply correct punctuation.</p> <p>Use punctuation (commas, ellipsis, dash) to indicate a pause or a break.</p> <p>Use commas to set off words or phrases that make a distinct break in the flow of thought.</p> <p>Use a dash to set off material that is parenthetical or summary in nature.</p>		

SUBSTANDARD DECONSTRUCTED			
8.L.2b: Use an ellipsis to indicate an omission.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.	

SUBSTANDARD DECONSTRUCTED			
8.L.2c: Spell correctly.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recall and apply spelling rules.</p> <p>Identify and correct misspelled words.</p> <p>Apply correct spelling.</p>	Utilize synonyms, antonyms, and homographs.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

ANCHOR LANGUAGE STANDARDS

Knowledge of Language

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.**

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. Students may approach this standard by first manipulating a text by experimenting with verb usage. For instance, groups of students may be assigned specific forms to use in their rewrites; one group may translate all active verbs into the passive voice while another experiments with incorporating subjunctive structures into the writing. Groups may then share their results as a whole class or through a jigsaw approach.

Students should then reflect individually on the effect each transformation had on the overall meaning of the text as well as their impressions as a reader. Once students have synthesized their understandings from this activity, they may then be asked to apply their skill to their own writing through a similar re-writing process.

BIG IDEA

- Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

**ANCHOR
LANGUAGE
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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"> • How can I convey my ideas effectively through word choice and punctuation? • How does my language change based on the situation and audience? 	
LEARNING PROGRESSIONS	7th Grade	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	8th Grade	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	9th Grade	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.
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTED		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).	
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recognize language conventions for writing, speaking, reading, and listening.</p> <p>Recognize when verbs are in active or passive voice.</p> <p>Recognize when verbs are in conditional and subjunctive mood.</p>	<p>Apply knowledge of language conventions when writing, reading, and listening.</p> <p>Determine when to use verbs in active or passive voice.</p> <p>Determine when to use verbs in the conditional and subjunctive mood.</p>	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

ANCHOR LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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.**
5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
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.**

CRITICAL FOCUS

LEARNER OUTCOMES

Eighth grade students will use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots.

As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.

Students will understand the nuanced, unspoken, and non-literal meanings of language. Based on their language background, students may require frequent exposures to and explanations of language such as idioms, puns, and irony. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following activities such as this, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.

To be successful, eighth grade students will effectively understand and apply conversational, academic, and content specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing. Academic vocabulary may be taught and modeled through classroom assignments.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

allusions, analogy, analyze, argumentative, bias, characterization, citation, claim, connotation/denotation, elaborate, evaluate, evidence, explanatory/information, expository, generalize, imagery/sensory, inference, irony, literal/figurative, memoir, point of view, relevant/irrelevant, stereotype, style, support, symbolism, theme, thesis, transition words

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR LANGUAGE 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.L.4

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.

ESSENTIAL QUESTION(S)

How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

LEARNING PROGRESSIONS

7th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

8th Grade

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. List substandards a., b., c. for each grade.

9th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		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.	
SUBSTANDARD DECONSTRUCTED			
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).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify common, grade-appropriate Greek and Latin affixes and roots.		
SUBSTANDARD DECONSTRUCTED			
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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	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.		
SUBSTANDARD DECONSTRUCTED			
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).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Verify the initial determination of the meaning of a word. Clarify the intended meaning of multiple-meaning words and phrases.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

**ANCHOR
LANGUAGE
STANDARD
L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

8.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**ESSENTIAL
QUESTION(S)**

How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

**LEARNING
PROGRESSIONS**

7th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

8th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

9th Grade

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

SUBSTANDARD DECONSTRUCTED			
8.L.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize the meaning of figurative language.	Analyze text to locate figures of speech.	

SUBSTANDARD DECONSTRUCTED			
8.L.5b: Use the relationship between particular words to better understand each of the words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize the different types of relationships between words.	Analyze the relationship between particular words.	Demonstrate the relationship between words to find meaning.

SUBSTANDARD DECONSTRUCTED			
8.L.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define the meaning of the terms connotation and denotation..	Distinguish among the connotations of words with similar denotations.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

ANCHOR LANGUAGE 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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

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 or expression.

ESSENTIAL QUESTION(S)

- What strategies will I use to learn and use words that are specific to the things I study?
- How can technology be used as a writing resource tool?

LEARNING PROGRESSIONS

7th Grade

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.

8th Grade

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.

9th Grade

Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

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.

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

Grammar Strategies

- Relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

EIGHTH GRADE

LEXILE GRADE LEVEL BAND: 925L TO 1070L

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9–10.1a

‡ Subsumed by L.11–12.3a

APPENDIX:

EIGHTH GRADE

ENGLISH LANGUAGE ARTS

Appendix

Writing

Definitions of the standards' three text types.

The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

“Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

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Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C of the Common Core State Standards documents.



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