

**CCLS English Language Arts Grade 8 (Prioritized Curriculum)  
Reading (Literature and Information) Standards**

CCRL/RI	Skills	Tools/Resources
<p><b>Anchor Standard R1:</b> 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.</p> <p><b>RI.1</b> Cite the <b>textual evidence</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• <b>Quote</b> details from the text (DOK 1)</li> <li>• Identify <b>relevant</b> details from a text to support an answer (DOK 2)</li> <li>• <b>Use evidence/examples</b> from a text to <b>support</b> ideas (characterization, inferences, predictions, theme, etc.) (DOK 3)</li> <li>• <b>Cite evidence</b> from the text utilizing correct citation format (DOK 3)</li> <li>• <b>Support conclusions</b> and/or <b>inferences</b> based on evidence from the text (DOK 3)</li> <li>• <b>Comprehend</b> the text by using various strategies: questioning, predicting, visualizing, clarifying, etc. (DOK 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers (character charts, prediction charts, inference charts, etc.)</li> <li>• Character clouds</li> <li>• Strategies (U-Race, ACES, PRES, etc.)</li> <li>• Court cases, debates, Socratic seminars</li> <li>• Fiction Texts (<i>Bronx Masquerade</i>, “The Landlady”, “Flowers for Algernon”, “Tell-Tale Heart”, <i>The Giver</i>, <i>The Outsiders</i>, “The Road Not Taken,” etc.)</li> <li>• Nonfiction Texts (<i>Warriors Don’t Cry</i>, <i>Diary of a Young Girl</i>, “Someone to Lean On,” etc.)</li> <li>• Media (news clips, <i>Boy in the Striped Pajamas</i> (movie), <i>The Biography of Anne Frank</i> (video), clips from <i>Freedom Writers</i> (movie), <i>YouTube clips</i>, etc.)</li> </ul>
<p><b>Anchor Standard R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RI.2</b> Determine a <b>theme</b> 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.</p>	<ul style="list-style-type: none"> <li>• <b>Summarize</b> the text without personal opinion (DOK 2)</li> <li>• <b>Identify</b> a theme (DOK 1)</li> <li>• <b>Interpret</b> author’s message (DOK 2)</li> <li>• <b>Support</b> interpretation with evidence from text with proper citation (DOK 3)</li> <li>• <b>Analyze</b> how the theme is developed utilizing characters, setting, and plot (DOK 4)</li> <li>• <b>Analyze</b> the impact of (DOK 4)             <ul style="list-style-type: none"> <li>○ Figurative language</li> <li>○ Allusions, Idioms, Analogies, etc</li> <li>○ Plot</li> <li>○ Setting</li> <li>○ Characterization</li> <li>○ Conflict</li> <li>○ Dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Reading log / Response journals</li> <li>• Strategies (U-Race, ACES, PRES, etc.)</li> <li>• Children’s books / video (<i>The Lorax</i>, <i>The Paperbag Princess</i>, etc.)</li> <li>• Fiction Texts (<i>Bronx Masquerade</i>, “The Monkey’s Paw”/ “The Third Wish,” “Flowers for Algernon”, “Tell-Tale Heart”, <i>The Giver</i>, <i>The Outsiders</i>, “The Road Not Taken,” <i>The Hobbit</i>, etc.)</li> <li>• Media (<i>Pay it Forward</i> (excerpts), <i>The Outsiders</i>, <i>Boy in the Striped Pajamas</i>, <i>The Giver</i>, <i>The Hobbit</i>, <i>YouTube clips</i>, etc.)</li> </ul>

<p><b>RI.8.2</b> Determine a <b>central idea</b> 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.</p>	<ul style="list-style-type: none"> <li>○ Point of view</li> <li>○ Irony</li> <li>○ Mood/tone</li> </ul> <ul style="list-style-type: none"> <li>● <b>Summarize</b> the text without personal opinion (DOK 2)</li> <li>● <b>Identify</b> a central idea (DOK 1)</li> <li>● <b>Analyze</b> and <b>explain</b> the central idea and its development using supporting details/evidence with proper citation (DOK 4)</li> <li>● <b>Analyze</b> the impact of (DOK 4) <ul style="list-style-type: none"> <li>○ Charts, graphs, pictures, captions, sidebars</li> <li>○ Organization of information</li> <li>○ Title of text</li> <li>○ Author’s purpose</li> <li>○ Allusions or figurative language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Reading log / Response journals</li> <li>● Strategies (U-Race, ACES, PRES, etc.)</li> <li>● Nonfiction Texts (<i>Warriors Don’t Cry</i>, <i>Diary of a Young Girl</i>, “Someone to Lean On,” etc.)</li> <li>● Media (news clips, <i>Boy in the Striped Pajamas</i> (movie), <i>The Biography of Anne Frank</i> (video), clips from <i>Freedom Writers</i> (movie), <i>Radio</i> (movie), Informational Video Clips, etc.)</li> </ul>
<p><b>Anchor Standard R3:</b> Analyze how and why individuals, events, and ideas develop and <b>interact</b> over the course of a text.</p> <p><b>RL.8.3</b> Analyze how particular lines of dialogue or <b>incidents</b> in a story or drama <b>propel the action</b>, reveal aspects of a character, or provoke a decision.</p>	<ul style="list-style-type: none"> <li>● <b>Identify</b> the parts of a plot (DOK 1) <ul style="list-style-type: none"> <li>○ Introduction/exposition</li> <li>○ Rising action</li> <li>○ Climax</li> <li>○ Falling action</li> <li>○ Resolution</li> </ul> </li> <li>● <b>Find evidence</b> of indirect and direct characterization using (DOK 2) <ul style="list-style-type: none"> <li>○ Dialogue</li> <li>○ Character descriptions</li> <li>○ Character actions</li> </ul> </li> <li>● <b>Explain</b> how conflict drives the plot (DOK 3)</li> <li>● <b>Describe</b> how foreshadowing and flashback affect the plot (DOK 3)</li> <li>● <b>Analyze</b> how elements of the plot move the story forward or develop the character (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Plotlines, story maps</li> <li>● Character charts</li> <li>● Character clouds</li> <li>● Graphic organizers</li> <li>● Fiction Texts (<i>Bronx Masquerade</i>, “The Landlady”, “Flowers for Algernon”, “Tell-Tale Heart”, <i>The Giver</i>, <i>The Outsiders</i>, “The Road Not Taken,”etc.)</li> <li>● Drama (<i>Midsummer Night’s Dream</i>, <i>Diary of Anne Frank</i>)</li> <li>● Socratic Seminar</li> <li>● Media (Video Representations of text, YouTube clips, <i>Midsummer Night’s Dream</i>, <i>Diary of Anne Frank</i>, etc.)</li> </ul>

<p><b>RI8.3 Analyze how a text makes connections</b> among and distinctions between individuals, ideas, or events (e.g., through <b>comparisons, analogies, or categories</b>).</p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> context (historical, scientific, etc.) and <b>relate</b> to the readings (DOK 3)</li> <li>• <b>Understand</b> the relationship between literature and its historical, social, and cultural context (DOK 3)</li> <li>• <b>Compare and contrast</b> individuals, ideas, and events in a text (DOK 3)</li> <li>• <b>Analyze</b> how individuals, ideas, and events interact in an informational text (DOK 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction texts to support literature</li> <li>• Biographies and autobiographies, News Articles</li> <li>• Graphic organizers related to reading strategies</li> <li>• Socratic Seminar</li> <li>• Media (News Clips, etc.)</li> </ul>
<p><b>Anchor Standard R4:</b> 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.</p> <p><b>RL/RI8.4</b> Determine the <b>meaning of words and phrases</b> as they are used in a text, including <b>figurative and connotative meanings</b>; analyze the impact of specific <b>word choices</b> on meaning and tone, including <b>analogies or allusions</b> to other text</p>	<ul style="list-style-type: none"> <li>• <b>Use context clues</b> to determine meaning of unfamiliar words and phrases and to understand technical meaning in nonfiction texts (DOK 2)</li> <li>• <b>Use context clues</b> to determine meaning of unfamiliar words and phrases in literature (DOK 2)</li> <li>• <b>Interpret</b> figurative language and analogies (DOK 2) (<b>refer to L8.5</b>) <ul style="list-style-type: none"> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Personification</li> <li>○ Sensory Imagery</li> <li>○ Hyperbole</li> <li>○ Jargon</li> <li>○ Colloquialisms</li> <li>○ Idioms</li> </ul> </li> <li>• <b>Analyze</b> the importance of the author’s word choices (DOK 4)</li> <li>• <b>Determine</b> the importance of any allusions or references to famous or historical events and/or people (DOK 3)</li> <li>• When <b>interpreting poetry</b>, understand how poetic devices affect the meaning (DOK 3) <ul style="list-style-type: none"> <li>○ Rhyme, rhythm, repetition</li> <li>○ alliteration</li> <li>○ onomatopoeia</li> <li>○ stanza/verse</li> <li>○ mood</li> <li>○ tone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word charts</li> <li>• Word of the Week graphic organizers</li> <li>• Fiction Texts (<i>Bronx Masquerade</i>, “The Landlady”, “Flowers for Algernon”, “Tell-Tale Heart”, <i>The Giver</i>, <i>The Outsiders</i>, etc.)</li> <li>• Drama (<i>Midsummer Night’s Dream</i>, <i>Diary of Anne Frank</i>)</li> <li>• Nonfiction Texts (<i>Warriors Don’t Cry</i>, <i>Diary of a Young Girl</i>, “Someone to Lean On,” etc.)</li> <li>• Poetry (“The Road Not Taken”, various poems from <i>Bronx Masquerade</i>, “Nothing Gold Can Stay” from <i>The Outsiders</i>)</li> <li>• Media</li> </ul>

<p><b>Anchor Standard R6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL8.6</b> Analyze how differences in the <b>points of view of the characters</b> and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><i>a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</i></p> <p><b>RI8.6</b> Determine an <b>author’s point of view or purpose</b> in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> point of view (1<sup>st</sup> person vs. 3<sup>rd</sup> person, limited vs. omniscient) (DOK 1)</li> <li>• <b>Understand</b> how different points of view reveal different perspectives (DOK 2)</li> <li>• <b>Analyze</b> how point of view affects the plot and theme (DOK 4)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Identify</b> the author’s purpose (to inform, persuade, etc.) (DOK 1)</li> <li>• <b>Determine</b> the author’s purpose and describe how it affects the interpretation of a reading selection (DOK 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Fiction Texts (<i>Bronx Masquerade</i>, “The Landlady”, “Flowers for Algernon”, “Tell-Tale Heart”, <i>The Giver</i>, <i>The Outsiders</i>, etc.)</li> <li>• Drama (<i>Midsummer Night’s Dream</i>, <i>Diary of Anne Frank</i>)</li> <li>• Nonfiction Texts (<i>Warriors Don’t Cry</i>, <i>Diary of a Young Girl</i>, “Someone to Lean On,” etc.)</li> <li>• Poetry (“The Road Not Taken”, various poems from <i>Bronx Masquerade</i>, “Nothing Gold Can Stay” from <i>The Outsiders</i>)</li> <li>• Graphic organizers</li> <li>• Excerpts, News Articles, Informational clips</li> <li>• Media</li> </ul>
<p><b>Anchor Standard R8:</b> 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.</p> <p><b>RI8.8</b> Delineate and <b>evaluate the argument</b> 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.</p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the claim (DOK 1)</li> <li>• <b>Assess</b> whether reasoning is sound and evidence is relevant (DOK 3)</li> <li>• <b>Evaluate</b> the argument in the text (DOK 4)</li> <li>• <b>Analyze</b> and <b>synthesize</b> information from multiple sources (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Points of View</i> EBSCO electronic resource</li> <li>• Media clips</li> <li>• <i>Issues and Controversies</i> database</li> <li>• <i>Upfront</i> magazine articles</li> <li>• Letters to the editor</li> <li>• Other nonfiction texts</li> <li>• Graphic organizers</li> <li>• Court Cases-Fiction and Nonfiction (e.g., “Flowers for Algernon,” “Amistad” court case excerpt, etc.)</li> </ul>

## CCLS English Language Arts Grade 8 (Prioritized Curriculum)

### Writing Standards

<p><b>Anchor Standard W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W8.1</b> Write <b>arguments</b> to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>• Use the steps of the <b>writing process</b> to write a coherent writing piece (<b>refer to W8.4 and W8.5</b>) (DOK 3)             <ul style="list-style-type: none"> <li>○ Prewriting, rough draft, revision, editing, final draft</li> </ul> </li> <li>• <b>Introduce claim</b> or thesis statement (DOK 3)</li> <li>• <b>Analyze texts</b> to determine most relevant evidence (DOK 4)</li> <li>• <b>Support claim with relevant evidence</b>, using accurate and credible sources (<b>refer to W8.9</b>) (DOK 3)</li> <li>• <b>Explain</b> your claim by <b>elaborating</b> on each piece of evidence with sound <b>reasoning</b> (DOK 3, 4)</li> <li>• <b>Organize</b> the reasons and evidence logically (DOK 2)</li> <li>• Use <b>transitional</b> words, phrases, and clauses (DOK 2)</li> <li>• Establish and <b>maintain a formal style</b>. (DOK 3)</li> <li>• Provide a <b>concluding statement</b> (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Points of View</i> EBSCO electronic resource</li> <li>• Media clips</li> <li>• <i>Issues and Controversies</i> database</li> <li>• <i>Upfront</i> magazine articles</li> <li>• Letters to the editor</li> <li>• Other nonfiction texts</li> <li>• Graphic organizers</li> <li>• Rubrics</li> <li>• Exemplars, models, guided practice</li> <li>• Peer editing / self-evaluation sheets</li> <li>• Court Cases-Fiction and Nonfiction (e.g., “Flowers for Algernon,” “Amistad” court case excerpt, etc.)</li> </ul>
<p><b>Anchor Standard W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W8.2</b> Write <b>informative/ explanatory</b> texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> <li>• Use the steps of the writing process to write a coherent writing piece (<b>refer to W8.4 and W8.5</b>) (DOK 3)             <ul style="list-style-type: none"> <li>○ Prewriting, rough draft, revision, editing, final draft</li> </ul> </li> <li>• Introduce a topic clearly by using a <b>thesis statement</b> (DOK 3)</li> <li>• <b>Analyze texts</b> to determine most relevant information/evidence (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Various fiction and nonfiction texts</li> <li>• Graphic organizers</li> <li>• Rubrics</li> <li>• Exemplars, models, guided practice</li> <li>• Peer editing / self-evaluation sheets</li> </ul>

	<p>4)</p> <ul style="list-style-type: none"> <li>• <b>Develop</b> the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (<b>refer to W8.9</b>) (DOK 3)</li> <li>• <b>Organize</b> information using appropriate and varied <b>transitions</b> (DOK 2)</li> <li>• Use precise language and <b>domain-specific vocabulary</b> (DOK 2)</li> <li>• Establish and maintain a <b>formal style</b> (DOK 3)</li> <li>• Provide a <b>concluding statement</b> or section that follows from and supports the information or explanation presented. (DOK 4)</li> </ul>	
<p><b>Anchor Standard W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W8.4</b> Produce <b>clear and coherent writing</b> in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Produce text (print or nonprint) that explores a variety of cultures and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the steps of the writing process to write a coherent writing piece (DOK 3) <ul style="list-style-type: none"> <li>○ Prewriting, rough draft, revision, editing, final draft</li> </ul> </li> <li>• Introduce a topic clearly by using a <b>thesis statement</b> (DOK 3)</li> <li>• <b>Analyze texts</b> to determine most relevant information/evidence (DOK 4)</li> <li>• <b>Develop</b> the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (DOK 3)</li> <li>• <b>Organize</b> information using appropriate and varied <b>transitions</b> (DOK 2)</li> <li>• Use precise language and <b>domain-specific vocabulary</b> (DOK 2)</li> <li>• Establish and maintain a <b>formal style</b> (DOK 3)</li> <li>• Provide a <b>concluding statement</b> or section that follows from and supports the</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Rubrics</li> <li>• Exemplars, models, guided practice</li> <li>• Peer editing / self-evaluation sheets</li> </ul>

	<p>information or explanation presented. (DOK 4)</p>	
<p><b>Anchor Standard W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p><b>W8.5</b> With some guidance and support from peers and adults, develop and <b>strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> <li>• Apply the steps of the writing process to write a coherent writing piece (DOK 3) <ul style="list-style-type: none"> <li>○ Prewriting, rough draft, revision, editing, final draft</li> </ul> </li> <li>• <b>Revise</b> writing using peer and adult feedback (DOK 3)</li> <li>• <b>Edit</b> writing following standard conventions (See Language Standards 1-3) (DOK 3)</li> <li>• <b>Evaluate</b> how well purpose and audience have been addressed and revise as needed (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Peer editing / self-evaluation sheets</li> <li>• Rubrics</li> </ul>
<p><b>Anchor Standard W8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W8.8 Gather relevant information</b> 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.</p>	<ul style="list-style-type: none"> <li>• <b>Apply</b> effective search terms to find relevant information (DOK 3)</li> <li>• <b>Evaluate</b> the trustworthiness of each source to gather credible information (DOK 4)</li> <li>• <b>Publish</b> in a variety of formats (PowerPoint, I-movie, etc.) (<b>refer to W8.6</b>) (DOK 4)</li> <li>• <b>Construct</b> a correctly formatted Works Cited (DOK 2, 3)</li> <li>• <b>Cite</b> all quoted/ paraphrased information correctly to avoid plagiarism (DOK 3)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Points of View</i> EBSCO electronic resource</li> <li>• Media clips</li> <li>• <i>Issues and Controversies</i> database</li> <li>• <i>Upfront</i> magazine articles</li> <li>• Letters to the editor</li> <li>• Other nonfiction texts</li> <li>• Graphic organizers</li> <li>• “Trust It/Trash It” Handout from Mary Gosson</li> </ul>

## CCLS English Language Arts Grade 8 (Prioritized Curriculum)

### Speaking and Listening Standards

<p><b>Anchor Standard SL1:</b> 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.</p> <p><b>SL.8.1 Engage effectively in a range of collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Prepare for discussions:</b></p> <ul style="list-style-type: none"> <li>• <b>Read or research</b> material under study</li> <li>• <b>Define</b> individual roles as needed</li> </ul> <p><b>During discussions:</b></p> <ul style="list-style-type: none"> <li>• <b>Follow rules</b> for collegial discussions</li> <li>• During the discussion, <b>refer to evidence</b> on the topic, text, or issue</li> <li>• <b>Reflect</b> on ideas under discussion. (DOK 4)</li> <li>• <b>Formulate and Pose questions</b> to encourage discussion (DOK 3)</li> <li>• <b>Respond</b> to others' questions and comments with relevant observations and ideas</li> <li>• <b>Seek to understand</b> other perspectives</li> <li>• <b>Communicate</b> effectively</li> </ul> <p><b>After discussions:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflect</b> on Process, Participation, Insights, etc. (DOK 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Socratic Seminar, Padaeia</li> <li>• Fish Bowl</li> <li>• Class discussions</li> <li>• Debates</li> <li>• Small group collaboration</li> <li>• Reflections</li> <li>• Rubrics</li> </ul>
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## CCLS English Language Arts Grade 8 (Prioritized Curriculum)

### Language Standards

<p><b>Anchor Standard L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.8.2. Demonstrate command of the conventions of standard English</b> capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>• Use an ellipsis to indicate an omission</li> <li>• Spell correctly</li> </ul> <p><b>Language skills requiring additional attention:</b></p> <ul style="list-style-type: none"> <li>• <b>L.4.1.f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>• <b>L.4.1.g</b> Correctly use frequently confused words (to/too/two, there/their/they're)</li> <li>• <b>L.6.3.a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• <b>L.7.1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• DOL (Daily Oral Language) exercises</li> <li>• SIM Sentence Writing Strategy</li> <li>• Editing rubrics / checklist</li> <li>• Review and practice activities</li> <li>• Smartboard revision and editing activities</li> </ul>
<p><b>Anchor Standard L4:</b> 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.</p> <p><b>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content,</b> choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> <li>• <b>Determine</b> word meaning using 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.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>• 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.</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• "How to use Context Clues" Worksheet and practice</li> <li>• Word of the Week (WOW) instruction and practice</li> <li>• Various Fiction, Nonfiction and Informational Texts</li> </ul>

**Anchor Standard L6:** 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 considering a word or phrase important to comprehension or expression.

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

- **Determine** word meaning using 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 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.
- 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).
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- Academic Vocabulary (NSJHS School Goal)
- Word of the Week (WOW) instruction and activities

## Secondary Standards

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**CCR Anchor Standard R5:** 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.

**RL8.5 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**.

- drama/structure
- poem/structure
- soliloquy
- sonnet

**RI8.5** 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.

- impact of text structure on the development of ideas

**CCR Anchor Standard R7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**RL8.7** 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**.

- compare and contrast
- technique effect
  - lighting
  - sound
  - color
  - camera focus and angles

**RI8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- portrayal of a subject
- analyze how the delivery of a speech affects the impact of the words

**CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible,** including describing how the material is rendered new.

- Historical Fiction
- Compare
- Contrast
- Fiction vs. Non-fiction

**RI8.9 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.

*a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.*

- Analyze how authors use their experience and their knowledge of language, logic, and culture to:
  - Think analytically
  - Address problems creatively
  - Advocate persuasively

**CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.**

**RL8.10** By the end of the year, **read and comprehend literature**, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

- Academic vocabulary
- Exposure to variety of fictional texts
- AimsWeb – lexile level

**RI8.10** 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.

- Academic vocabulary
- Exposure to variety of non-fictional texts
- AimsWeb – lexile level

**CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.**

RL8.11 Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

a. Self-select text to develop personal preferences.

b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

- Identify and interpret ideas, cultural perspectives, time periods, events, and situations
- Connect ideas, cultural perspectives, time periods, events, and situations to other texts, personal experiences, and world situations
- Self-select text based on personal preferences
  - Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces
    - Age-Appropriateness
    - On or above grade level
    - Thematic
    - Meaningful

**CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

W8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W8.6 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.

**CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

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

- generate a valid question
- answer a question
- draw on several sources
- generate additional related, focused questions for further research and investigation

**CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature
- b. Apply grade 8 Reading standards to literary nonfiction

**CCR Anchor Standard W10: 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.**

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

- Extended time frames
  - Research
  - Reflect
  - Revise
- Shorter time frames
  - Single Sitting Research and Respond Tasks

**CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.**

W.8.11 Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.

- Make well-supported personal, cultural, textual, and thematic connections across genres.
- Create poetry, stories, plays, and other literary forms (e.g. videos, art work)..

## **English Language Arts Grade 8**

### **Speaking and Listening (SL)**

**CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

SL.8.2 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.

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- Visually
  - Quantitatively
  - Orally

**CCR Anchor Standard SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

SL.8.3.1 Delineate a speaker’s argument and specific claims

- Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.
  - Accuracy
  - Word choice
  - Relevant Information
- Identify when irrelevant evidence is introduced

**CCR Anchor Standard SL4: 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.**

SL.8.4.2 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details

SL.8.4.3 Use appropriate delivery

- Eye contact
- Adequate volume
- Clear pronunciation
- Appropriate pace
- Appropriate use of time
- Appropriate body language
- Include an attention-getting beginning
- Include a powerful ending

**CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

SL.8.5 **Integrate multimedia and visual displays into presentations** to clarify information, strengthen claims and evidence, and add interest.

- Examples
  - PowerPoint
  - Photo Story
  - Smart Board
  - Movie Maker
  - Audacity
  - Movie clips
  - Posters
  - Props

**CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Grade 8 Language standards 1 and 3 provide specific expectations



**English Language Arts Grade 8**  
**Language (L)**

**CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.8.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Form and use verbs in the active and passive voice
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*

**CCR Anchor Standard L3: 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.**

- L.8.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
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).

**CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- L.8.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).