Understanding the NC English Language Arts Standard Course of Study

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

GRADE
8

NC DEPARTMENT OF PUBLIC INSTRUCTION
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Understanding the English Language Arts Standard Course of Study for Grade 8
ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 8 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 8

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence
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 (RI) or themes (RL) 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 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, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
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 Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence		
RL.8.1 Cite **textual evidence** that most strongly supports an **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.	Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states. *In the Classroom:* The teacher and students discuss what "most strongly supports" means when describing the quality of evidence, and then they create a rubric. Students use the rubric to choose their textual evidence when answering text-dependent questions. The teacher provides students with an inference from the text. Students go back into the text and underline three pieces of evidence. In pairs, students compile their evidences together and discuss the strength of each piece of evidence. Pairs narrow down their six pieces of evidence to the top three examples. Pairs share their evidence with the class and justify their reasoning.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
RL.8.2 Determine a **theme** 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.	Students establish the theme of a literary text, examine how it progresses, and note how it connects to the characters, setting, and plot. Using the theme and key details, students summarize the text without personal feelings or judgments. *In the Classroom:* Students develop a timeline for the theme of a text that shows its development over the course of the text. On the timeline, students also note how the theme connects to the characters, setting, and plot at each point on the timeline.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information **plot** – the sequence of events in a story, play, movie, etc. **setting** – the time and place of the action in a book, play, story, etc.

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	STANDARD	CLARIFICATION	GLOSSARY
		The teacher models how to write an objective summary of a text by listing important details from the text. The teacher models how to include the details from the text in the summary and how to leave out personal opinions to ensure that the summary remains objective. Students practice the same method with a different text.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
RL.8.3	**Analyze** how particular lines of dialogue or incidents in a story or **drama** propel the action, reveal aspects of a character, or provoke a decision.	Students examine how lines of dialogue or certain events in a story or drama expose the traits of a character, influence a character's decisions, or move a plot forward. *In the Classroom:* Students closely read a section of dialogue and annotate specific parts that tell more about who a character is. They highlight the meaningful section and make notes about what is revealed about the character. Students make lists of events (both big and small) from a story or drama. Students narrow their lists by choosing which events move the plot forward. Students share their lists with the class, explaining how the events on their lists propelled the story's or drama's action. The teacher provides small groups of students with strips of paper that include different events and lines of dialogue. Students work together to arrange the events or dialogue in the following categories: propel action, reveal aspects of character, provoke decisions. While arranging the strips of paper, students discuss their reasoning for placement.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Craft and Structure			
RL.8.4	Determine the meaning of words and **phrases** as they are used in a **text**; **analyze** the impact of specific word choices on meaning and **tone**, including **analogies** or **allusions** to other texts.	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how words and phrases chosen by the author, including analogies or allusions to other texts, contribute to the meaning and tone. *In the Classroom:* Students keep a chart of keywords they encounter in a text when reading independently or in small groups. In the chart, students record what they think the word means as it is used in the text and what clues they used from the text to determine this meaning. The teacher does a think aloud to identify when an author uses an analogy or allusion in a text. Students annotate these analogies or allusions by explaining what each means. Students review their annotations and discuss how the analogies and allusions affect the text's meaning and tone.	**analogy** – a comparison drawn between two things for the sake of clarification or explanation **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **allusion** – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.8.5	**Compare and contrast** the structure of two or more texts and **analyze** how the differing structure of each **text** contributes to its meaning and **style**.	Students examine the similarities and differences in the organization of two or more texts. They examine how each of these different structures adds to the meaning and style of the texts. *In the Classroom:* Students draw a diagram of each text's structure. Students annotate each diagram, explaining how the structure contributes to its meaning and style. Students compare and contrast the two diagrams side-by-side, noting the differing structure of each text and how the structure contributes to the meaning and style. Students work in small groups to examine the structures of three literary texts. Students discuss the similarities	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **style** – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary

	STANDARD	CLARIFICATION	GLOSSARY
		and differences in how each is organized and develop written explanations of how each structure contributes to the meaning and style of the text.	movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.8.6	**Analyze** how differences in the **perspectives** of the characters and the **audience** or reader create such effects as suspense or humor.	Students examine how the characters' perspectives or frame of references in a story can differ from that of the audience or reader, creating such techniques as dramatic irony and producing effects such as suspense or humor. *In the Classroom:* As students read, they use Venn diagrams to compare and contrast what a character knows, thinks, and feels in a text to what the reader is aware of and how he/she feels about the events. Students record textual evidence around the outside of the diagram to support their thinking. The teacher facilitates a discussion with students on how these different perspectives affected the mood of the text for the reader and if the author was successful at creating suspense or humor. The teacher does a think aloud explaining how an author uses dramatic irony to create suspense or humor in a text. Following this modeling, students collaborate in small groups to find additional examples of irony in a text and discuss what effect it creates. Small groups create tableaus to share with the whole class that illustrate the ironic example and effect from their text.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **perspective** – an attitude toward or outlook on something

	STANDARD	CLARIFICATION	GLOSSARY
*Cluster: Integration of Ideas and Analysis*		
RL.8.7	**Analyze** the extent to which a filmed or live production of a story or **drama** stays faithful to or departs from the **text** or script, evaluating the choices made by the director or actors.	Students examine how similar or different a movie or live adaptation of a literary text is from its original text or script. Students also assess the decisions the director or actors made. *In the Classroom:* The class reads a fictional text that has a film or play version available on video. The teacher asks the students to create graphic organizers to identify the changes from the text to the video and their thoughts about those adaptations. The students write responses explaining the changes made and the impact of the changes on the audience. Students write movie or play reviews that discuss the departures from the original text and what effects the changes had on the audience and the story as a whole.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.8.8	**Not applicable to literature.**		
RL.8.9	**Analyze** how a modern work of fiction draws on **themes**, patterns of **events**, or **character types** from **myths**, traditional stories, or religious works, including describing how the material is rendered new.	Students examine how a current literary text uses themes, events, or character types from either a myth, traditional story, or religious text and explain how the element is transformed in the newer text. *In the Classroom:* The teacher provides a contemporary work of literature that contains a character similar to a well-known mythological character. Students use Venn diagrams to explain how the modern character is different from and similar to the mythological character. The teacher leads a class discussion using questions such as: "How has the theme/event/character from _____ been modernized in _____?" "What theme/event/ character has been taken from _____ and used in _____?	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **character types** – refers to the idea that many characters in literature can be grouped broadly into a variety of overarching types that share common characteristics (e.g., static and dynamic characters, round and flat characters, etc.) **event** – a thing that happens; an occurrence **myths** – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon

	STANDARD	CLARIFICATION	GLOSSARY
		How did the author change it/him/her? "How does the theme/event/character from _____ compare to _____?"	**theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
Cluster: Range of Reading and Level of Complexity			
RL.8.10	By the end of grade 8, read and understand literature at the high end of the 6-8 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**.	By the end of grade 8, students competently read and understand literature within the 6-8 text complexity band (Lexile: **925-1185**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension. Prior to independent reading, the teacher asks students to turn and talk to partners about their experiences with _____. After independently reading, students turn and talk to the same partners, explaining how their previously shared experience with _____ connects to the text.	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Reading Standards for Informational Text

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence		
RI.8.1 Cite **textual evidence** that most strongly supports an **analysis** of what the **text** says **explicitly** as well as **inferences** drawn from the text.	Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states. *In the Classroom:* The teacher does a think-aloud to model how to evaluate textual evidence for strength in supporting an explanation or answer. Students respond to text-dependent questions using evidence that would be considered strong. Students work in groups. Each group is provided with an inference. They must find three to five examples of textual evidence to support that inference. Students rank the strength of the examples and justify their rankings. They create a rubric for evaluating evidence based on what they learn.	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
RI.8.2 Determine a **central idea** of a **text** and **analyze** its development over the course of the text, including its relationship to supporting ideas; provide an **objective summary** of the text.	Students establish the central idea of a text and explain how it progresses throughout the text and note its connection to supporting ideas. Using the central idea and key details, students summarize the text without personal feelings and judgments. *In the Classroom:* The teacher provides students with a summary of the text that intentionally includes supporting details, irrelevant information, and personal opinions/ judgments. Students eliminate any information that does not belong in an objective summary and explain why they eliminated that information.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **central idea** – the unifying concept within an informational text to which other elements and ideas relate **objective summary** – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information

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		Students use graphs, such as line charts, to map out the development of the central idea of a text from beginning to end. They return to the text and look for supporting ideas that add to the development of the central idea.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.8.3	**Analyze** how a **text** makes connections among and distinctions between individuals, ideas, or **events**.	Students examine how a text creates relationships and contrasts between specific people, ideas, or events, such as how a text uses comparisons, analogies, or categories. *In the Classroom:* Students use concept maps to illustrate the connections and distinctions between individuals, ideas, or events. Students place each individual, idea, or event in its own bubble. Students use lines to connect or branch off from individuals, ideas, or events. On the lines that connect, students explain how the text made connections between the elements. On the lines that branch off, students explain how the text made distinctions between elements. Students use a three-column graphic organizer: the first column is labeled "Individuals, Ideas, or Events," the second is labeled "Connections," and the third is labeled "Distinctions." In the first column, students list the individuals, ideas, or events from the text. In the second column, students explain how the text connected the individual, idea, or event to another within the text. In the third column, students explain how the text made the individual, idea, or event distinct from the others.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **event** – a thing that happens; an occurrence **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
Cluster: Craft and Structure			
RI.8.4	Determine the meaning of words and **phrases** as they are used in a **text**; **analyze** the impact of specific word choices on meaning and **tone**, including **analogies** or **allusions** to other texts.	Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. They consider how words chosen by the author contribute to the meaning and tone, including analogies or allusions to other texts.	**analogy** – a comparison drawn between two things for the sake of clarification or explanation **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

	STANDARD	CLARIFICATION	GLOSSARY
		In the Classroom: The teacher provides a text with keywords and phrases marked and models how to use word parts or context clues to help determine their meanings. Students continue to annotate the text by replacing words with synonyms or paraphrasing figurative phrases into more literal language. The teacher provides small groups with an exemplar text that uses analogies or allusions. In small groups, students identify the analogies and allusions and discuss their meanings. Students prepare posters of their findings to share in a gallery walk. Students view two different political speeches or campaign ads and note specific words that impact the meaning or tone. Students work in pairs to categorize the words as having a positive or negative tone, and they discuss how these word choices helped express the speakers' attitudes toward a particular topic or idea.	**allusion** – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
RI.8.5	**Analyze** in detail the structure of a specific paragraph in a **text**, including the role of particular sentences in developing and refining a key concept.	Students thoroughly examine how a paragraph is organized and consider the purpose certain sentences have in building and clearly communicating the author's idea. *In the Classroom:* The teacher deconstructs a paragraph by separating the sentences. Students reconstruct the paragraph by arranging the sentences in a way they think is most effective. Using their reconstructed paragraphs and the author's paragraph, students compare and discuss the purpose of structural choices. Students use annotation to note key ideas the author explores extensively. They identify the sentence that best develops a major idea or concept. Students discuss their choices in small groups. Each group defends its	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	STANDARD	CLARIFICATION	GLOSSARY
		final sentence selection to the whole class by explaining why its sentence most effectively communicates and elaborates the author's ideas.	
RI.8.6	Determine an author's **point of view** or **purpose** in a **text** and **analyze** how the author acknowledges and **responds** to conflicting **evidence** or viewpoints.	Students establish the author's beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain the techniques the author uses to address contradictory ideas or evidence. *In the Classroom:* Students read a text twice. The first time, students highlight words, phrases, sentences, and passages that reveal the author's point of view or purpose. The second time, students highlight text where the author acknowledges and responds to conflicting evidence or viewpoints. Students share and explain their findings with a partner. Students closely read a text and use graphic organizers to record responses to the following: • What is the author's point of view in the text? • What evidence does the author use to support this point of view? • How does the author respond to conflicting views or evidence?	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Integration of Ideas and Analysis		
RI.8.7 **Evaluate** the advantages and disadvantages of using different **mediums** to present a particular **topic** or idea.	Students assess the pros and cons of utilizing different mediums to present a specific topic or idea. *In the Classroom:* The teacher displays examples of the various mediums, and the class takes Cornell notes on the benefits and pitfalls of each type of medium. The teacher then shows a presentation on a topic which implements various mediums, and the class identifies the benefits and pitfalls of the use of each medium through think-pair-share discussions. Small groups each complete a different activity: read and annotate a newspaper article from an event in history, view photographs from the same event, and read and annotate a famous speech from the same event. Students create an infographic of the pitfalls and benefits of their group's medium, and then they present their medium to the class. The class discusses the roles different mediums played in the representation of the event.	**evaluate** – to determine quality or value after careful analysis or investigation **medium** – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
RI.8.8 **Delineate** and **evaluate** the **argument** and specific **claims** in a **text**, assessing whether the **reasoning** is sound and the evidence is **relevant** and sufficient; recognize when irrelevant **evidence** is introduced.	Students precisely describe and assess the argument and the specific claims made in the text. They evaluate the validity of the reasons provided. They assess if the evidence used is relevant and if there is enough evidence to support the claim. Students identify when unrelated evidence is used. *In the Classroom:* Students work in groups of two to identify and highlight the claim in one color and the evidence used to support the claim in another color. Each group determines whether the evidence supports the argument, and the teacher polls the class to see whether it believes the evidence supports the argument. If the evidence does not support the argument, groups work to determine why.	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **delineate** – to describe something precisely **evaluate** – to determine quality or value after careful analysis or investigation **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

	STANDARD	CLARIFICATION	GLOSSARY
		Students highlight the argument and specific claims in a text. In another color, students highlight the reasoning and evidence used to support the argument and claims. Students annotate each highlighted reason and piece of evidence with a rating of zero (irrelevant) to three (the most sound, relevant, and sufficient). Students share their ratings with their partners.	**reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
RI.8.9	**Analyze** a case in which two or more **texts** provide conflicting information on the same **topic** and identify where the texts disagree on matters of fact or interpretation.	Students examine an instance where multiple texts provide differing information on the same topic. Students determine where the texts contradict one another in terms of fact or interpretation. *In the Classroom:* Students compare two texts on the same topic. While reading, students highlight sentences and passages in the texts that provide conflicting information. Students use different color highlighters for each instance where the texts conflict. Then they share their findings with the class. Students highlight instances where the texts provide conflicting information. Students annotate each highlighted portion of text using an "F" for Fact or an "I" for Interpretation. Students compare the texts side-by-side and identify where the texts disagree on matters of fact or interpretation.	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Range of Reading and Level of Complexity			
RI.8.10	By the end of grade 8, read and understand **informational texts** at the high end of the 6-8 **text complexity band proficiently** and i**ndependently** for sustained periods of time. Connect prior knowledge and experiences to **text**.	By the end of grade 8, students competently read and understand informational texts on the high end of the 6-8 text complexity band (Lexile: **925-1185**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher integrates independent reading seamlessly into regular instruction. The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension. The teacher asks students to write short responses explaining what they remember about _____. After independent reading, students add to their previous responses by incorporating newly learned information from the text.	**independently** – on one's own, without aid from another (such as a teacher) **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

GRADE 8

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing
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.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.8.1 Argument writing establishes a writer's position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader's point of view, to call a reader to action, or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer's position or claim(s). By the end of eighth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

WRITING PROCESS FOR ARGUMENT WRITING
Prewriting
The teacher may choose to create argument topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to the text or explore additional resources through research. Once a topic has been explored, students take a position on the topic. This will be the central focus of the writing piece, known as the argument. After determining their arguments, students determine their assertion(s) that support the argument, known as the claim(s). Students then organize the information and ideas around the chosen argument and claim by using outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their arguments. Students begin by writing introductions that identify a claim(s) that recognizes and is distinct from different or conflicting claim(s). When introducing the claim(s), students also organize reasons and evidence in a way that makes sense.

In the body of their arguments, students provide valid reasons and pertinent evidence from factual, reliable sources for each of their claims to show their understanding of the topic or text under study.

While drafting their arguments, students write in a formal style that is consistent throughout their writing. Additionally, students use the appropriate words, phrases, and clauses to create a cohesive flow that illustrates a clear connection between the claim(s), counterclaims, reasons, and evidence.

To provide closure to their arguments, students write conclusions in the form of statements or sections that connect to and re-emphasize the argument.

Revising and Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance should slowly be lessened as students become more familiar with the techniques for argument writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their arguments, making revisions that focus on better addressing the purpose and/or audience of their argument pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:
Students ask themselves questions such as:
- Have I distinguished my claim from alternate or opposing claims?
- How can I help my reader understand my claim even better?
- What words do I use to create cohesion and clarify relationships between claim(s), counterclaims, reasons, and evidence?

Students reflect on these questions as they revise and edit their writing pieces.

The teacher guides students as they analyze a mentor text for the author's craft in building an argument. The students examine how the author moves fluidly from one piece of evidence to the next to validate the claim and how the author includes an opposing viewpoint. The students try the author's approach in their own writing.

W.8.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. By the end of eighth grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.

WRITING PROCESS FOR INFORMATIVE/EXPLANATORY WRITING
Before beginning the writing process, it is imperative for the teacher to make the distinction between informative/explanatory writing and argument writing. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors.

Prewriting
The teacher may choose to create informative/explanatory topics for students, or he/she may allow students to choose topics themselves. To explore the topic, the teacher guides students' brainstorming by asking them to return to a text or explore additional resources through research. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are important for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing.

Drafting
Referring to their plans and to mentor texts, students draft their informative/explanatory texts. Students begin by writing introductions that clearly identify the topic and provide previews of what will be explored further in the rest of the piece. Students also establish an organization that arranges ideas, concepts, and information under general headings.

In the body of their informative/explanatory pieces, students develop the topic with carefully selected facts that are pertinent to the topic under study. Students also include definitions, concrete details, quotes, examples, and any additional information necessary.

As students draft their informative/explanatory pieces, they use a variety of appropriate transitions to reflect the organizational structure of the text, create cohesion, and provide a clear understanding of how the ideas relate to the concepts. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing.

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Students are also encouraged to use precise language to describe the topic under study. Throughout the text, students may include formatting (e.g. headings, sub-headings, sections, etc.), graphics (e.g. images, figures, tables, and charts), and multimedia to help the reader's understanding of the topic. While drafting their informative/explanatory pieces, students write in a formal style that is consistent throughout their writing.

To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or sections that connect to and re-emphasize the main ideas and concepts presented.

Revising/Editing
With feedback and direction from peers and adults, students review
their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for informative/explanatory writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their informative/explanatory pieces, making revisions that focus on better addressing the purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:
Students study informative/explanatory text structures such as cause/effect, definition, compare/contrast, etc. The teacher guides students in choosing the best structures for their topics and purposes.

The teacher uses mentor texts to expose students to the elements of informative/explanatory writing and uses model lessons to lead writing activities for the entire class. The teacher may model how to introduce a topic clearly, how to use appropriate and varied transitions, establish a formal style, etc. Students try the modeled techniques in their own writing.

Students focus on how well the purpose and audience of their writing has been addressed by asking themselves questions, such as:
- Do I clearly explain my topic, subject, or concept?
- Do I provide only relevant examples to illustrate the concept?
- How can I help my reader understand the topic even better?
- Can I choose different transition words or phrases to create clarity and cohesion in showing the relationships among ideas?
- Are the categories I used to organize my topic too specific? Are they too broad?

As students reflect on these questions, they work to rewrite their papers so their explanations are made even stronger.

W.8.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of eighth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.

WRITING PROCESS FOR NARRATIVE WRITING

Prewriting

The teacher may choose to create narrative topics for students, or he/she may allow students to choose topics themselves. For narrative non-fiction, the teacher guides students through a brainstorming activity to explore personal experiences that had a significant impact on their lives. Once a personal experience is selected, students reflect on what they learned from the experience or how the experience influenced their lives. This reflection provides a direction for their narratives. For fictional narratives, the teacher assists students by providing images, objects, print texts, or non-print texts for students to use as idea starters. The teacher may also choose to provide a writing prompt. Once a narrative topic is chosen, students decide on a point of view, a setting, a narrator and/or characters, and plot line. Students then organize these elements by using plot outlines or graphic organizers to plan and prepare for writing.

Drafting

Referring to their plans and to mentor texts, students draft their narratives. Students begin by writing introductions that grab the reader's attention and acquaint the reader with the exposition, point of view, and the narrator and/or characters.

Students create unforced, sensible transitions between events. To create these transitions, students use several different words, phrases, and clauses that illustrate order, indicate changes between time frames or settings, and reveal the connections between experiences and events. While writing their narratives, students also use narrative techniques to add to the dynamics of the experiences, the events, and/or the characters. Narrative techniques include, but are not limited to: dialogue, pacing, description, and reflection. To add vividness to their narratives, students are encouraged to use precise language, related and illustrative details, and imagery to depict the actions of and between characters and describe the experiences and events.

To provide closure, students write endings that connect to and reflect on the experiences or events shared in the narrative.

Revising/Editing

With feedback and direction from peers and adults, students review their drafts in order to make revisions and edits for improvement. This guidance is slowly lessened as students become more familiar with the techniques for narrative writing. The teacher may also assign peer reviewers and/or conduct one-on-one writing conferences with students in the revision and editing processes. Students evaluate the content and organization of their narratives, making revisions that focus on better addressing the purpose and/or audience of their pieces. Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

In the Classroom:

Students focus on how well the purpose and audience of their writing has been addressed. Students ask themselves questions such as:

- "Am I telling a real or imagined event? Is that clear to the reader?"
- "Do I use appropriate transition words that help the reader understand the sequence of the narrative?"
- "Are there better word choices to make this event more vivid in the reader's mind?"

As students reflect on these questions, they should work to rewrite their narratives so they are made even stronger.

The teacher provides students with two different time frames or settings. As a class, the teacher and students brainstorm transition words, phrases, and clauses that could be used to signal shifts from one time frame or setting to the other.

Students draw rough sketches of the action, experience, or event from a specific portion of their writing. They "zoom-in" to one part of their sketch by highlighting it. Students then list the words, phrases, details, and imagery that could be used to describe that one particular highlighted part of the sketch. They add these words, phrases, details, and imagery to their writing. Students also highlight another portion of the sketch and repeat the strategy until their writing truly captures the action and conveys the experiences and events.

Writing Standards

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Text Types, Purposes, and Publishing			
W.8.1	Write **arguments** to support **claims** with clear **reasons** and relevant **evidence**. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and **relevant evidence**, using accurate, credible sources and demonstrating an understanding of the topic or **text**. d. Use words, **phrases**, and clauses to create **cohesion** and clarify the relationships among claim(s), **counterclaims**, reasons, and evidence. e. Establish and maintain a **formal style**. f. Provide a concluding statement or section that follows from and supports the argument presented. g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.	See Writing Guide	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **cohesion** – the action of forming a unified whole; the quality of being united logically **counterclaims** – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of

STANDARD	CLARIFICATION	GLOSSARY
		clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary. **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

	STANDARD	CLARIFICATION	GLOSSARY
			strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.8.2	Write informative/explanatory **texts** to examine a **topic** and convey ideas, concepts, and information through the selection, organization, and **analysis** of relevant content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include **formatting**, **graphics**, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, **concrete details**, quotations, or other information and examples. d. Use appropriate and varied transitions to create **cohesion** and clarify the relationships among ideas and concepts.	See Writing Guide	**analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay **cohesion** – the action of forming a unified whole; the quality of being united logically **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.),

STANDARD	CLARIFICATION	GLOSSARY
e. Use precise language and **domain-specific vocabulary** to inform about or explain the topic. f. Establish and maintain a **formal style**. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.		verifying precision of language, eliminating redundancy, and more **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary. **formatting** – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.) **graphics** – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

	STANDARD	CLARIFICATION	GLOSSARY
			strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.8.3	Write narratives to develop real or imagined experiences or **events** using effective technique, **relevant descriptive details**, and well-structured event sequences. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Engage and orient the reader by establishing a context and **point of view** and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, **pacing**, **description**, and **reflection**, to develop experiences, events, and/or characters. d. Use a variety of **transition words, phrases**, and clauses to convey **sequence**, signal shifts from one time frame or **setting** to another,	See Writing Guide	**audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more **event** – a thing that happens; an occurrence **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

STANDARD	CLARIFICATION	GLOSSARY
and show the relationships among experiences and events. e. Use precise words and phrases, **relevant descriptive details**, and **sensory language** to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With some guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on how well **purpose** and **audience** have been addressed.		**point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **reflection** – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

	STANDARD	CLARIFICATION	GLOSSARY
			sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other
			setting – the time and place of the action in a book, play, story, etc.
			sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other
			strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
			transition(s)/transitional words – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them
			topic – the subject or matter being discussed or written about in a text, speech, etc.
W.8.4	Use **digital tools** and resources to produce and **publish** writing and present the relationships between information and ideas efficiently as well as to **interact** and collaborate with others.	Students use digital tools and resources to create and share writing with audiences (e.g., screencast, word processing, articles, etc.) and to effectively show the connections between information and ideas. Students also use digital tools to communicate and collaborate with peers (e.g. conferencing apps, web extensions, collaborative websites, etc.).	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.
			interact – to act in such a manner as to influence another

	STANDARD	CLARIFICATION	GLOSSARY
		In the Classroom: The teacher chooses a topic for discussion, sets up an online forum, and facilitates an online class discussion. The students compose response statements to the topic, which they post to the discussion forum. Students respond to several classmates' statements and responses. The teacher asks students to select a piece of writing they have previously produced. The teacher and students brainstorm ways in which digital tools and resources can effectively present additional information related to the students' selected pieces. The students use digital tools to link to and/or embed elements (e.g., images, graphs, charts, and videos) into their pieces to present information and ideas efficiently.	**publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available
**Cluster: Research**
W.8.5	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.	Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that encourage examination of the different facets of the topic and question under study. *In the Classroom:* The teacher divides students into small groups and provides each group with a topic. For a set amount of time, students jot down driving research questions on sticky notes: one question per sticky note. When the teacher calls time, students compile all of their questions. Students choose one question as their driving question and choose two-three other questions that could serve as follow up questions that allow for	**research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

	STANDARD	CLARIFICATION	GLOSSARY
		other avenues of exploration. Students revise their follow up questions as needed. The teacher provides students with a list of questions that could be answered through research. During this group brainstorming, the teacher and students examine each question and identify those that are multi-faced, open-ended questions. The teacher and students rephrase simple "yes-or-no" questions as well. The students then choose the questions they will use for their research projects.	
W.8.6	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.	Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism. *In the Classroom:* The teacher provides students with a short essay and a list of quotes that provide data or conclusions. The teacher helps students identify which quotes should be quoted directly in the essay and which quotes should be paraphrased in the essay. The teacher provides the students with two sources: one credible and accurate and the other unreliable and inaccurate. The teacher informs the students which source is which. Together, the teacher and students examine the differences between the sources and develop a list of criteria for assessing the credibility and accuracy of each source.	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

GRADE 8

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication
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.

Speaking and Listening Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication		
SL.8.1 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. a. Come to discussions prepared, having read or **researched** material under study; **explicitly** draw on that preparation by referring to **evidence** on the **topic**, **text**, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and **respond** to others' questions and comments with **relevant evidence, observations**, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Students take a meaningful part in purposeful discussions about grade 8 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group. • Students prepare for discussions ahead of time and support their statements with evidence from preparation materials. • Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group. • Students ask questions that connect to multiple comments or ideas from others. Students also provide appropriate, detailed answers to questions asked by others. • Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they either make changes to or provide further evidence for their own views, depending upon which is necessary. *In the Classroom:* The teacher explains the importance of guidelines for conducting an orderly discussion. The teacher and students brainstorm a list of shared norms or rules that would allow students to have an organized, understandable discussion.	**evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher provides students with a self-check list of guidelines for discussions, including items such as "respond to another classmate's point," "support a claim with evidence from the text," "pose questions for clarification," etc. Students then use the list during a small or whole group instruction to self-assess.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.
SL.8.2	**Analyze** the **purpose** of information presented in diverse media and formats and **evaluate** the **motives** behind its presentation.	Students conduct a detailed examination of information presented in various ways and forms in order to determine and understand its purpose. Additionally, students examine and judge the value of the reasons different pieces of information are used. *In the Classroom:* The teacher plays a video recording of a news report so students only listen to the audio without seeing the information presented in its diverse formats (e.g., cut-away clips, voice-over, etc.). Students journal briefly about their thoughts on the purpose of the information presented. The teacher plays the recording again, this time allowing students to listen and view the video. Students return to their journals and add their opinions on the motives behind the news report being presented in this manner. Students then discuss their thoughts with partners. The teacher shows students a recorded speech and the accompanying presentation materials (e.g., slides, handouts, images, etc.). The teacher guides students through a detailed examination of the purpose behind each of the accompanying presentation materials. Students evaluate the motives behind the inclusion of information presented in various and distinct formats, asking questions such as these: *Does this information add to the topic or main idea? Does this information clarify the overall message? Is there bias evident in presenting this information?*	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **evaluate** – to determine quality or value after careful analysis or investigation **motive/motivations** – the reason for a particular action; that which gives purpose to an action or behavior **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

	STANDARD	CLARIFICATION	GLOSSARY
SL.8.3	**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.	Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim. Students recognize unrelated evidence. *In the Classroom:* The teacher and students brainstorm to create a Likert-type scale, which will be used to gauge the relevance of evidence in a speech. Following this, the teacher plays an audio recording of a speech, pausing when the speaker presents or introduces evidence. The students rate the evidence on the Likert-type scale. Once the entire speech has been heard, the teacher divides students into small groups, and the students discuss their ratings. The teacher provides students with written copies of a speech from which statements of evidence have been removed and the blanks numbered. The teacher also hands out lists of possible pieces of evidence, with each number blank space on the speech having three possible choices. The students read through the speech and attempt to determine which statements of evidence best fit the claims. Following this, the teacher plays the original recorded speech, and the students check their thinking.	**argument** – value statement(s) supported by evidence whose purpose is to persuade or explain **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **delineate** – to describe something precisely **evaluate** – to determine quality or value after careful analysis or investigation **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
*Cluster: Presentation of Knowledge and Ideas*		
SL.8.4	Present **claims** and findings, emphasizing **salient** points in a focused, **coherent** manner with **relevant evidence**, sound valid **reasoning**, and well-chosen details; adapt speech to a variety of contexts and **tasks.**	Students present claims and findings. They highlight the most important points in a clear and focused way using appropriate, related evidence, valid reasoning, and well-chosen details. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.	**claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **coherent** – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together

	STANDARD	CLARIFICATION	GLOSSARY
		In the Classroom: The teacher asks students to present findings from research on a topic of their choosing. The teacher divides the class into groups of four and gives each student only three minutes to present to the other members of the small group, forcing them to emphasize the most important points. The teacher provides all group members with a checklist-style rubric, which the students fill in while each member presents, checking for relevant evidence, valid reasoning, and well-chosen details, given the time constraint. The teacher divides the class in half, asking one side of the class to focus on well-known neighbors as audience members and asking the other to focus on a panel of business people as audience members. The teacher provides the students with an outline for a speech containing only the main ideas and/or themes. Students, working in partners, choose evidence and details to support the main points with the prescribed audience in mind. Following this, the teacher facilitates a whole group conversation around the different choices that were made based on the two different audiences.	**relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **salient** – most important or worthy of notice; prominent **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, **strengthen claims and evidence,** and add interest.	Students combine multimedia and visual elements in their presentations to make the information being shared more clear, to further support claims, and to make the overall presentation more interesting. *In the Classroom:* The teacher provides students with an example of a well-constructed multimedia presentation. The teacher divides students into small groups and provides them with a three-column chart. The columns have the following titles: "clarify information," "strengthen evidence," and "add interest." As students view the	**claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support

STANDARD	CLARIFICATION	GLOSSARY
	presentation, they discuss the reason the presenter used particular multimedia elements, placing each into one of the columns on the chart. Students share the reasoning behind their selections with the class. The students then apply this same strategy to their own presentations. After assigning a presentation to the students, the teacher asks students to identify (1) one place where information needs to be clarified, (2) one place where a claim or evidence needs to be strengthened, and (3) one place where there is an opportunity to add interest. After consulting with the teacher on their selections, the students find and/or create three multimedia and/or visual displays, one for each of the items they identified. The teacher divides the students into small groups where the students share their reasons as a means of obtaining feedback before finalizing their choices.	for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

GRADE 8

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

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 and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6-8 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills that are taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for three years of practice and eventual mastery. Each bulleted skill is taught in all grades within the 6-8 grade band.

- Sixth Grade: The teacher introduces and models each skill using mentor texts. Students practice each skill and apply what they have learned to their writing.
- Seventh Grade: The teacher continues to build each skill, using scaffolding as needed to differentiate. Students practice and apply each skill in their writing.
- Eighth Grade: The teacher provides opportunities for students to apply each skill within their writing as they work toward mastery.

Formative assessment should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum.
- Students' writing provides guiding information about their understanding.

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How do I talk about the Language Continuums with colleagues?
Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs
- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as students who need enrichment.

Vertical PLCs
- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the 4-5 grade band in the Language Continuums to determine which skills have previously been introduced.
- Look at the 4-5 grade band in the Language Continuums to determine which skills are introduced for the first time in the 6-8 grade band.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/verb agreement	• Continue to ensure subject/verb agreement	• Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, and possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		
Verbs	• Form frequently occurring verbs • Convey sense of time	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense	• Form and use progressive verb tenses • Use modal auxiliaries (such as *may* or *must*) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	• Explain the function of verbals (such as gerunds or participles) • Form and use verbs in active and passive voice • Form and use indicative, imperative, interrogative, conditional moods • Recognize and correct inappropriate shifts in voice and mood • Form and use transitive/ intransitive verbs	
Adjectives	• Use frequently occurring adjectives	• Explain the function of adjectives • Accurately choose which to use—adjective or adverb	• Form and use comparative and superlative adjectives and accurately choose which to use—adjective or adverb • Order adjectives within sentences according to conventional patterns	• Form and use compound adjectives	

Grade 8 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	• Use frequently occurring conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as either/or)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		• Accurately choose which to use—adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs	• Use adverbs that modify adjectives • Use adverbs that modify adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words	• Produce, expand, and rearrange simple and compound sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences	• Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	• Use frequently occurring prepositions	• Explain the function of prepositions	• Form and use prepositional phrases		
Pronouns	• Use personal, possessive, and indefinite pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns	• Ensure that pronouns are in the proper case (subjective, objective, possessive) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns	

Grade 8 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				• Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	• Use determiners	• Correctly use a, an, and the			
Commonly Confused Words		• Correctly use common homophones	• Correctly use frequently confused words (such as *to, two, too*)	• Continue to correctly use frequently confused words	
Interjections		• Explain the function of and use interjections	• Continue to use interjections		
Phrases and Clauses			• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers • Form and use indirect/direct objects	
Usage				• Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 grammar continuum**.

**Mastery:** _Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking._ _Students' writing and speaking are assessed by the student, peers, and the teacher._

6-8 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Continue to ensure subject/verb agreement	Matching singular subjects with singular verbs and plural subjects with plural verbs improves clarity for the reader. When trying to determine if a subject is singular or plural, substitute the pronouns "he" or "they." The teacher provides model sentences, each demonstrating a different type of subject/verb agreement. Cases to consider for model sentences include: • Multiple singular subjects joined by and • Multiple singular subjects joined by or or nor • Compound subjects containing both a singular noun/pronoun and a plural noun/pronoun • Using doesn't and don't • When phrases separate the subject and the verb • Collective nouns (team, family, crew) • Using indefinite pronouns as subjects • Using words that end in -s as subjects (mathematics, scissors, dollars) while noting that sometimes these depend on context Students use the model sentences to review a piece of writing the teacher provides to determine and annotate where subject/verb agreement is used correctly and incorrectly.	The teacher uses example sentences for the less difficult types of subject/verb agreement and then progresses to more difficult types to determine level of student knowledge. The teacher provides numerous index cards with subjects and verbs written on them (one subject and one verb per card). The students take the cards and put a subject and a verb together, creating the beginning of a sentence with correct subject/verb agreement. The students then write their paired subjects and verbs on sheets of paper and finish writing their sentences. The teacher checks the sentences to ensure correct subject/verb agreement within the context of the sentence. Students determine appropriate subject/verb agreement in their own writing to make revisions as necessary. The teacher individually conferences with students to support application of subject/verb agreement in their writing.

6-8 Skill	How to Introduce and Model	How to Build
Verbs		
Explain the function of verbals (such as *gerunds* or *participles*)	Verbals are verb forms which act as another part of speech in a sentence. Gerunds: function as nouns and end in -ing Participles: function as adjectives and often end in -ing or -ed Infinitives: function as nouns, adjectives, or adverbs and consist of the word "to" plus a verb The teacher provides examples and definitions of verbals. Students are provided sentences containing verbals, and they identify which verbal is being used based on the examples and definitions provided.	The teacher provides sentences that contain a variety of verbals. The students must highlight each type of verbal using a different color and identify which type of speech the verbal is functioning as within the sentence. The teacher evaluates students' abilities to rewrite sentences using verbals to add variety in their writing. The teacher individually conferences with students to support their work using different verbals within their writing.
Form and use verbs in active and passive voice	When a sentence uses active voice, the subject of the sentence performs the action of the verb. When a sentence is written in passive voice, the subject of the sentence is being acted upon. The teacher provides model sentences to demonstrate the difference between active and passive voice. Some of the sentences written in both active and passive voice should include forms of "to be" verbs. The teacher leads the students to discover that all passive voice sentences will include a form of "to be" verbs, but sometimes a "to be" verb is present in active voice. The teacher models how to distinguish between active and passive voice by determining if the subject is performing the action.	The teacher shares a mentor text paragraph utilizing both active and passive voice to further demonstrate reasons a writer might use both active and passive voice. Students are provided a paragraph to rewrite using both active and passive voice within the writing.

6-8 Skill	How to Introduce and Model	How to Build
	The teacher provides sentences written in active voice and models rewriting these sentences in passive voice to demonstrate that the meaning is the same or similar. Students rewrite additional example sentences and discuss reasons an author may choose to use active/passive voice.	
Form and use indicative, imperative, interrogative, conditional moods	The teacher provides an anchor chart to which students can refer. This chart includes a definition and example for each of the four types of verbs that connote mood. After the teacher reviews the anchor chart, the students are provided with sentences to identify the type of verb that is being used. Anchor chart includes the following: Indicative: States something that is happening in reality. Example: *The family was driving to the beach for vacation.* Imperative: A direct command, telling you what to do. Example: *You must wake up now to get ready for school.* Interrogative: Asks a question. Example: *Will you please leave me alone?* Conditional: Depends on something else to happen under certain conditions. Example: *The dog might bark if the cat runs into the yard.* The teacher provides several verbs for the students. The students work together in pairs to form the different moods of the given verbs and use each of the newly formed verbs in sentences. Students may refer to the anchor chart for examples.	The teacher provides an excerpt from a mentor text which demonstrates the use of verbs in different moods. In small groups, students identify the moods of the verbs and discuss why the author would use those specific moods. The teacher then leads a whole class discussion allowing each group to share its thoughts. Students begin to connect the author's purpose to deliberate choices the author makes about moods of verbs. The teacher provides small groups of students with different paragraphs that demonstrate the use of verbs for one of the moods. Students rewrite the short paragraphs in one of the three other moods to practice forming and using the different types of verbs. Students are asked to write one paragraph in which they form and use verbs in at least three of the four conditional moods. Students will exchange paragraphs and identify the different verb moods within their partners' paragraphs.

6-8 Skill	How to Introduce and Model	How to Build
Recognize and correct inappropriate shifts in voice and mood	When introducing and modeling, the teacher should separate the skill of identifying and correcting inappropriate shift in <u>voice</u> from identifying and correcting inappropriate shifts in <u>mood</u>. The teacher provides examples of sentences using inappropriate shifts in voice. The teacher thinks aloud about why the sentence is awkward or confusing to the reader. The teacher continues to think aloud and make corrections to the sentence. The teacher asks the students to reflect on that process and discuss why the revised sentence is more effective than the original, incorrect sentence. The teacher provides examples of sentences using inappropriate shifts in voice. The students work in small groups to rewrite each sentence correctly. The teacher repeats the activities above with examples of sentences using inappropriate shifts in mood.	When building upon this skill, teachers should include both components (shifts in voice and mood) together in the same paragraphs. The teacher provides several paragraphs with examples of inappropriate shifts in voice and mood. Students rewrite the paragraphs, correcting the errors.
Form and use transitive/intransitive verbs	The teacher introduces transitive and intransitive verbs with definitions and examples. **Transitive verb** has two characteristics. 1) Used as an **action verb**, expressing a doable activity like kick, want, paint, etc. 2) Must have a direct object, something or someone who receives the action of the verb. Ex. *The boy kicked the ball into the goal.*	The teacher models a process for identifying whether a verb is transitive or intransitive. • Identify the verb. Is it an action verb? If not, it is intransitive. • If it is an action verb, determine if the sentence has a direct object by saying – subject, verb, whom or what? If there is an answer to the question, and it is a noun or pronoun, then you have identified a direct object. If there is no direct object, then the verb is intransitive. The teacher determines passages from a text for students to closely read. Students use the modeled process to identify the use of transitive and intransitive verbs.

6-8 Skill	How to Introduce and Model	How to Build
	Intransitive verb is a verb that does not take a direct object. There's no word in the sentence that tells whom or what received the action. Ex. *The boy ate loudly.* Students are provided sentences to determine whether transitive or intransitive verbs are being used. Student pairs are provided a list of verbs. Students are asked to choose five of those verbs and produce two sentences using each verb. Students will form and use the verb as a transitive verb in one sentence, and will form and use the verb as an intransitive verb in another sentence.	Students rewrite one of the passages to change the transitive verbs to intransitive verbs.
Adjectives		
Form and use compound adjectives	When two or more adjectives are joined together to describe a noun or pronoun, it is known as a compound adjective. Compound adjectives need to be hyphenated to avoid confusion for readers. The teacher provides examples of sentences using traditional adjectives and compound adjectives. Traditional Adjective Example: *This exciting tour of the fjords will last three hours*. Compound Adjective Example: *The three-hour tour of the fjords is fascinating.* After the teacher provides ample models, students are asked to work in pairs to form as many compound adjectives as possible in five minutes. Then the student pairs should use at least ten of the compound adjectives from their list in original sentences that they write.	The teacher provides simple sentences that do not include adjectives written on sentence strips. Working in pairs, the students cut the sentence strips apart and insert sticky notes with adjectives that they have written to modify the nouns in the sentence. The teacher can give a certain number of compound adjectives that students are expected to write. Students share their newly developed sentences with other students in their small groups to discuss ways the compound adjective changed or clarified the meaning of the sentences.

6-8 Skill	How to Introduce and Model	How to Build
Adverbs		
Use adverbs that modify adjectives	Building on the knowledge that adverbs modify verbs, the teacher introduces ways that adverbs can modify adjectives and provides sample sentence examples. The teacher models how adverbs that modify adjectives are positioned immediately in front of the adjective that is being modified. When adverbs are used to modify adjectives, they are known as intensifiers. Example: The usually cold winter weather has turned unseasonably warm. Students identify the adverbs and the adjectives they modify in the example sentences. Students are provided sentences that contain adjectives, and the students are asked to add appropriate adverbs to those sentences.	The teacher writes an equal number of adjectives and adverbs that could modify those adjectives on separate index cards (one adjective OR one adverb per card). Each student draws a card. Students then find partners who have adverbs that could modify the adjectives they hold OR adjectives that could be modified by the adverbs they hold. The pairs write sentences that use their adverb/adjective pairs on sentence strips. The sentence strips are posted around the room. Students rotate around the room, reading the sample sentences and identifying the adjectives and adverbs in each sentence. Working with partners, students create sentences with adverbs modifying adjectives. These are used in a review game where sentences are shared with other groups identifying the adverb/adjective. The teacher shows example sentences and paragraphs demonstrating authors' use of adverbs modifying adjectives. Based on the examples, students note different reasons an author would choose to use the adverb in both instances. Students write paragraphs using adverbs to modify adjectives. Students highlight the adverbs used in the paragraphs and underline the adjectives that they modify.
Use adverbs that modify adverbs	Adding to students' knowledge about adverbs, the teacher introduces examples of adverbs modifying adverbs where the adverb must be directly in front of the adverb it is modifying. When adverbs are used to modify adverbs, they are known as intensifiers.	Have enough adverbs written on index cards for each student to have a card. Each student should write a sentence using the adverb on the index card he/she chose. Then, working in pairs, students should revise each sentence by adding an adverb that modifies the original adverb.

6-8 Skill	How to Introduce and Model	How to Build
	Example: *My dog can run <u>extremely fast</u> when she's chasing a squirrel.* Students are provided sentences that contain adverbs, and the students are asked to add appropriate adverbs to modify the adverbs already in those sentences.	The teacher provides a paragraph for students to rewrite using adverbs modifying adverbs in at least three of the sentences in the paragraph. Students peer edit other students' rewritten paragraphs to determine the correct formation and location of the adverbs. Students describe how the use of the adverbs helps with clarity of meaning.
Sentences		
Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences	The teacher provides examples of complete sentences, fragments, and run-on sentences. The teacher models how to identify whether the sentence is correctly written and complete or whether it is a fragment or run-on. The teacher provides multiple complete sentences, fragments, and run-ons, each typed on separate slips of paper. Students work in pairs to group the slips by category: sentences, fragments, run-ons. Students work together to rewrite the fragments and run-ons as complete sentences.	The teacher provides students with a short text that includes errors in sentence structure, including sentence fragments and run-on sentences. Students work individually to make corrections to the text. Students proofread their own writing, recognizing and correcting fragments and run-on sentences.
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	The teacher provides examples of each of the types of sentences; simple, compound, complex, and compound-complex sentences. Students work in pairs to change each of the sentences to a different type. These are shared with other student pairs for identification.	The teacher provides students with a model text that includes all four sentence types. The teacher provides students with a model text that includes all simple sentences. The teacher leads a class discussion comparing the two model texts. The discussion should focus on how sentence variety enhances the flow of the text and the effectiveness of an author's choice to combine or contrast different ideas within a sentence.

6-8 Skill	How to Introduce and Model	How to Build
	The teacher provides different scenarios or paired ideas. Students are asked to identify which sentence type would be most appropriate to express those ideas and write that type of sentence. For example: "It snowed; school was not closed" would lend itself to a compound sentence: It was snowing outside, but the school schedule remained unchanged.	Students then work independently or in pairs to revise the paragraph with only simple sentences so that it includes at least one example of each sentence type. The teacher may need to model sentence expansion or sentence combining strategies. Students determine why specific types of sentences were used for the text. Example: A compound sentence using "than" as a conjunction which indicates comparison.
Pronouns		
Ensure that pronouns are in the proper case (*subjective, objective, possessive*)	Subjective pronouns act as the subject in a sentence. Objective pronouns act as objects that receive the action of the verb in a sentence. Possessive pronouns show ownership. The teacher provides sentences that include pronouns in various cases: subjective, objective, and possessive. Students identify the type of pronoun used in each of the sentences and indicate why each of the pronouns is used. Students write sentences ensuring that pronouns are in the proper case.	The teacher provides students with a text from which students identify pronouns and determine their cases by color-coding. For example, students may highlight subjective pronouns in yellow, objective pronouns in red, and possessive pronouns in green. The teacher provides a short text that has no pronouns. Students are tasked with rewriting the text to include pronouns. Students note which pronouns are subjective, objective, or possessive. Students compose their own paragraphs ensuring that pronouns are using the proper case.
Use intensive pronouns	Intensive pronouns end in -self or -selves and emphasize the antecedent of which it usually directly follows, not to be confused with reflexive pronouns which are always objects that refer to the subject of the sentence. Example of intensive pronoun: Susan made tea for the queen herself.	The teacher provides students with a mentor text that uses intensive pronouns. The teacher leads a discussion about the effective use of intensive pronouns. Intensive pronouns, also known as emphatic pronouns, can make writing more meaningful and interesting. The teacher asks students to consider why intensive pronouns are used infrequently. If they are overused, then the emphasis becomes less purposeful.

6-8 Skill	How to Introduce and Model	How to Build
	Example of reflexive pronoun: Susan made herself some tea. The teacher provides various sentences illustrating the use of intensive pronouns. Students work in pairs to create sentences using intensive pronouns.	Using the mentor text as a model, students write similar sentences and use intensive pronouns.
Recognize and correct inappropriate shifts in pronoun number and person	A pronoun should agree in number (singular or plural) and person (first, second, third) with its antecedent. The teacher introduces how shifts in pronoun number and person causes confusion in meaning by using teacher-made sentences with errors in pronoun number and person. Students read the sentences and discuss in small groups the errors in pronoun number and person. The class discusses ways to correct the errors.	The teacher provides a paragraph without pronouns. Students work in pairs to replace any nouns after the clearly identified antecedents with pronouns demonstrating the correct number and person. Student pairs exchange paragraphs and proofread for clear and correct use of pronouns. Using a mentor text, students identify the correct use of pronouns. They review their writing to identify and correct the errors in pronoun shifts.
Recognize and correct vague pronouns	The teacher provides paired sentences. One of the sentences includes a correctly used pronoun and the other includes a vague pronoun. Students determine which pronoun makes the sentence easier to understand. The teacher leads a class discussion about how vague pronouns lead to confusion on the part of the reader, and he/she provides strategies for students to revise sentences when a vague pronoun is recognized. The teacher may consider posting an anchor chart of revision strategies.	The teacher uses a variety of vague pronouns in sentences for students to correct. Students use one of the strategies from the anchor chart to revise the sentences and correct the vague pronouns. The corrected sentences are displayed beside the anchor chart for students to reference while writing. Students review their own writing to recognize and correct vague pronouns.

6-8 Skill	How to Introduce and Model	How to Build
Continue to ensure pronoun-antecedent agreement	The teacher reviews proper pronoun-antecedent agreement using different colored markers to identify the pronoun and its antecedent. The teacher discusses the connection between singular and plural pronoun-antecedent agreement. Students write sentences using pronouns. Student pairs peer review the sentences, ensuring correct pronoun-antecedent agreement.	Students identify pronouns from their writing by circling them in one color. Students are then asked to identify the antecedent for each pronoun by circling it in a different color. Students share their selections with partners and discuss whether the pronouns and antecedents agree. Student pairs work to revise sentences when the pronouns and antecedents do not agree.
Recognize and apply the nominative case and objective case	Pronouns that act as the subject of a sentence are nominative case pronouns. Objective case pronouns are objects of verbs or prepositions. Using example sentences, the teacher models identifying nominative case and objective case. Students practice identifying nominative and objective case in a series of sentences.	Students independently write sentences using both nominative and objective pronouns on sentence strips. On the back of each sentence strip, the student identifies the pronoun and whether it is nominative or subjective. Once the teacher has verified that the identification of the pronoun case is correct for each sentence, the sentences are placed on different desks. Students rotate from desk to desk identifying pronouns and their cases as nominative or objective. Students check their answers using the keys on the backs of the sentence strips.
Commonly Confused Words		
Continue to correctly use frequently confused words	The teacher shares a paragraph that includes frequently confused words. Students discuss the meanings of these frequently confused words and ways to remember the correct usage.	The teacher creates a class list of frequently confused words in student-made sentences, using the correct words beside the errors. Some frequently confused words to include: accept/except, access/assess, insure/ensure

6-8 Skill	How to Introduce and Model	How to Build
Phrases and Clauses		
Explain the function of phrases and clauses in general and their function in specific sentences	The teacher reviews subject, predicate, and objects to develop a common language when introducing phrases and clauses. The teacher models the need for using phrases and clauses using examples of simple, compound, and complex sentences to express ideas. The teacher provides paired sentences: simple sentences with no phrases and complex or compound sentences. Students choose sentences that convey the best meaning and discuss how phrases and clauses add to sentence clarity.	The teacher chooses a mentor text that includes a variety of sentences with different types of phrases and clauses. The teacher leads a discussion about how varying sentence structure enhances the writing and provides logical flow within paragraphs or longer pieces of writing. The teacher provides students with various simple sentences, phrases, and clauses. Students create varied sentences using the provided sentence parts to develop sentences that convey different meanings. Students choose one of the rewritten sentences to use as the beginning of a paragraph. Students should draft a paragraph using a variety of sentences with different phrases and clauses. Students exchange paragraphs with partners, and then identify phrases and clauses within the paragraphs and offer any suggestions for revision to make the writing more clear or detailed.
Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers	Phrases and clauses can expand simple sentences. They add additional information and more context to a sentence. When a phrase or clause is misplaced or dangling, a sentence can be awkward or nonsensical. A modifier changes, limits, alters, or adds information to something else in a sentence. A modifier is said to be dangling if the something that it modifies is not clear. For example: When 7 years old, my father became a police officer. Clarification: When I was 7 years old, my father became a police officer.	The teacher creates sentences to model inserting phrases and clauses correctly, also recognizing and correcting misplaced and dangling modifiers. Students expand simple sentences by placing phrases and clauses within those sentences, adding detail and description. Students recognize and correct dangling modifiers within the sentences as they proofread their own sentences and their partners' sentences.

6-8 Skill	How to Introduce and Model	How to Build
	A modifier is misplaced when it is separated from the word it modifies. For example: The man sold the bike to the boy with the new tires. Clarification: The man sold the bike <u>with the new tires</u> to the boy. The teacher models the identification of dangling and misplaced modifiers and corrects them within example sentences. Students work in groups to identify and correct dangling and misplaced modifiers for additional example sentences.	
Form and use indirect/direct objects	The teacher creates a chart to which students may refer during practice. Chart includes the following: Direct Object – answers the question, "what?" or "whom?" Example: *Rebecca chased her cat.* (her cat is the direct object) Indirect object answers the question "to whom?," "for whom?," "for what?" Example: *She bought her son a video game.* (her son is the indirect object)	The teacher creates sentences using direct and indirect objects for students to identify. Students identify direct and indirect objects in example sentences and create their own sentences using either indirect or direct objects. These student-made sentences are traded with other students to identify indirect or direct objects.
Usage		
Recognize variations from standard English in their own and others' writing and speaking	The teacher models use of variations from standard English based on audience. The teacher shares two examples of letters about a similar subject but written for two different audiences.	Students determine a common problem and write requests for help intended for three different audiences. They note how the language and style change.

6-8 Skill	How to Introduce and Model	How to Build
	Students determine how they are different and make inferences as to why they are written and spoken differently.	Students write short formal paragraphs and trade them with partners who write them in a less formal manner. These are traded again, and the next student writes the information in an even less formal register.
Identify and use strategies to improve expression in conventional language	The teacher shares examples of ways to express thinking in conventional and non-conventional language. Students discuss various situations when different conventions are appropriate.	The teacher provides examples of sentences using non-conventional language. Students rewrite sentences using conventional language.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Grade 8 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **6-8 conventions continuum**.

**Mastery:** _Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher._

6-8 Skill	How to Introduce and Model	How to Build
Capitalization		
Continue to use correct capitalization.		
Punctuation		
Use punctuation to set off nonrestrictive/ parenthetical elements	A nonrestrictive or parenthetical element is a word or group of words that interrupts the flow of a sentence and adds extra, nonessential information to the sentence. These elements are set apart from the main clause by commas, dashes, or parentheses. The teacher uses model texts to show example sentences by introducing the sample sentences one at a time. By covering up or removing the nonrestrictive element in each sentence, the teacher demonstrates how each sentence would make sense without the extra information. Students discuss how the sentence remains complete and true to its idea without the extra part set off by the commas, dashes, or parentheses. Students also discuss how the extra information benefits the reader and why the author may have included it.	Since there are three types of punctuation that can be used to indicate a nonrestrictive or parenthetical element, students should explore the author's purpose for choosing a particular punctuation mark. The choice usually indicates the degree of emphasis the author places on the information. Mentor texts that demonstrate the different types of punctuation would serve as a great starting point for introducing the following instructional strategies: The teacher provides several models of sentences with nonrestrictive/ parenthetical elements set off by commas, dashes, and parentheses. Students discuss why writers would choose to use the specific punctuation for each sentence. The teacher leads students to deduce the level of emphasis each of the punctuation marks is awarded based on analyzing multiple example sentences. To aid students in learning to use correct punctuation to set off nonrestrictive elements, the teacher provides simple sentences for an extension activity. Students insert nonrestrictive elements within the simple sentences.

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6-8 Skill	How to Introduce and Model	How to Build
Use a comma to separate coordinate adjectives	Coordinate adjectives are two or more adjectives that precede and modify the same noun and are equal in their application to the noun. Test for coordinate adjectives: if the thought makes sense with the word "and" inserted between the adjectives and the adjectives could trade places with each other, then they are coordinate adjectives and need to be separated by a comma. The teacher provides several sentences from mentor texts and leads the class to deduce the rules about when a comma is needed between two adjectives. As additional sample sentences with multiple adjectives are introduced to the students, the teacher uses a think aloud strategy demonstrating the tests from above. The students indicate if the example sentence has coordinate adjectives by showing thumbs up or thumbs down.	To begin building this skill in students' writing, the teacher shows students several items like a trophy and a stuffed animal. The class compiles lists of adjectives to describe each of the objects. The students then write a sentence that includes two or more adjectives describing that single object. Students should apply the "add and" test to the sentence and add commas when appropriate. Students independently identify a sentence that has two or more adjectives describing a single noun from their readings. As each student shares his/her example orally with the class, the other students indicate whether the descriptive words are coordinate adjectives in need of commas.
Use punctuation to indicate a pause or break	Commas, ellipses, or dashes may be used to indicate a pause or break in sentences. Students should be familiar with commas signaling the reader to pause. Dashes indicate a more abrupt break in the thought or change in tone. Ellipses create a longer break. To introduce this skill, the teacher uses model texts to demonstrate how authors employ these different punctuation marks. The teacher leads students to discuss the author's purpose for the pause or break in each sample sentence. The discussion should also include why the punctuation marks are effective to indicate that the reader needs to slow down and pay attention to the contrast or the next part of the information. To give additional practice, the teacher provides model sentences that are scrambled in four pieces. Students, in small groups or pairs, reconstruct the sentences correctly by putting the pieces in	To build on this skill, students begin incorporating the punctuation marks correctly in their own writing. The teacher provides a variety of independent and dependent clauses. Students use the clauses to construct their own sentences, using proper punctuation to indicate pauses or breaks. The teacher provides multiple examples from mentor texts to serve as models for students. Students experiment with writing original sentences that need a pause or break for various reasons. Students practice using the different types of punctuation for their various purposes.

6-8 Skill	How to Introduce and Model	How to Build
	order and inserting the appropriate punctuation mark(s). Students justify the punctuation used.	
Use an ellipsis to indicate an omission	An ellipsis is used in formal writing to signal to a reader that part of a direct quote has been omitted. The teacher should caution students that the use of an ellipsis should not change the meaning of the original quoted material. Using model texts as examples, the teacher leads a class discussion about the author's purpose for using ellipses. Students find examples within their own readings.	The teacher provides several long quotes that are related to a topic being studied. Students determine which part(s) of the quotes would best support their positions. Students then write a paragraph which includes at least two of the quotes the teacher provided. At least two sentences within the paragraph should demonstrate the ability to effectively omit part of the chosen quotes using ellipses.
Use a semicolon to link two or more closely related independent clauses	A semicolon connects two closely related independent clauses within a single sentence. Using a semicolon offers an alternative to a comma followed by a coordinating conjunction. A semicolon may also be used for clarity if commas appear in either of the two independent clauses being joined. The teacher provides multiple models of sentences with semicolons and discusses with students the rules for using semicolons. The teacher then provides, jumbled sentences, and student pairs put the sentences in the correct order, indicating where the semicolon should be placed. Index cards or digital tools allow students to manipulate the sentence parts by moving the pieces of the sentence around. Next, the teacher provides students with related independent clauses so the students can practice joining the clauses using semicolons and proper capitalization rules to form compound or compound-complex sentences.	Students continue sentence combining activities. The teacher provides one independent clause, and the students write a second independent clause using a semicolon between the two. Students practice combining simple sentences from their own writings by using semicolons. Students practice identifying and correcting comma splices within their own writings, the writings of their peers, and in sentences the teacher provides for practicing proofreading skills.

6-8 Skill	How to Introduce and Model	How to Build
Use a colon to introduce a list or quotation	The teacher provides models for each of the following rules: • When using a colon to introduce a list, do not capitalize the first item after the colon unless it is a proper noun or the items in the list are complete sentences. • If the writer is listing items on separate lines (i.e. bullet points), then capitalizing the first letter is optional but should be consistent throughout the list. • It is not recommended for writers to use a colon if the list follows a verb or preposition that would usually need no punctuation for the sentence to read smoothly (i.e. *Sally purchased bread, milk, and peanut butter*). • When using a colon to introduce a quotation, capitalize the first letter of the first word if you are quoting one or more complete sentences. The teacher provides scrambled sentences and punctuation cards (colons and commas), and students put the sentences together, inserting punctuation cards where necessary.	As guided practice or in small groups: • The teacher provides sentences with lists, and students correctly insert colons as needed. • The teacher provides sentences that include quotations, and students correctly insert colons as needed. Student groups create presentations for their peers explaining the rules for correctly using colons. Students create quizzes or activities which provide opportunities for their peers to practice inserting colons when necessary. Students may use online digital tools to produce engaging activities. The teacher proofreads the activities and makes them available for all students to practice.
Apply hyphen conventions	Use a hyphen: • in compound adjectives • to separate words with certain affixes • to punctuate numbers twenty-one through ninety-nine • to separate words at the end of a line of text. Hyphens should not be confused with dashes, and it is incorrect to space before or after a hyphen. The teacher introduces each purpose for using a hyphen and the rules that accompany it, using several model sentences to exemplify each case. Students state the reason the sentence would be confusing to a reader if it did not have the hyphen.	As a whole class activity, the teacher provides some sample sentences, and the students indicate whether a hyphen is needed. The teacher provides sample sentences, and students work in pairs to proofread the sentences, inserting hyphens where needed and deleting hyphens that are used incorrectly. Students create games or presentations for their peers explaining the rules for correctly using hyphens. For example, students create flashcards on which one side has model sentences where the hyphen has been deleted. Their peers consider where the hyphens should be added, and

6-8 Skill	How to Introduce and Model	How to Build
	When this type of reasoning transfers to the students' writing, students will more likely use a hyphen correctly.	flip the card to check their answers. Digital tools are available for flashcard creations.
Spelling		
Consistently apply conventional rules to spell words correctly	The teacher models conventional rules to spell words correctly through think aloud strategies during writing lessons. See the rules learned and practiced from the K-5 continuum.	When a student asks the teacher how to spell a word, the teacher prompts the student to recall the appropriate rule for spelling the word. The teacher guides the student to spell the word correctly.
Reference		
Continue to consult reference materials as needed to check and correct spellings	The teacher models how to use a dictionary application or website to check the correct spelling of a word.	When a student asks the teacher how to spell a word, the teacher guides the student in using a dictionary application or website to find the correct spelling for each word.

Language Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English		
L.8.1 Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 6-8 grammar continuum.	See Language Grammar Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)
L.8.2 Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 6-8 conventions continuum.	See Language Conventions Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
*Cluster: Knowledge of Language*			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the **active** or **passive voice** and in the conditional **mood** to achieve particular effects.	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. • Students purposefully use active or passive verbs to create a desired result, such as emphasizing the actor or the action. Students also purposefully use the conditional mood of verbs to create effects, such as expressing uncertainty or describing a state contrary to fact. *In the Classroom:* The teacher provides students with a list of sentences that alternate between active and passive voice. The teacher and students discuss each sentence and the effect created by the particular voice used. In small groups, students change each sentence to the opposite voice and discuss the impact of the change. The teacher provides students with a text that uses the conditional mood. The students revise the piece, eliminating conditional forms (e.g., replacing "would" with "will"). The teacher and students discuss the effects of making such changes.	**active voice** – a style that highlights actions performed by the subject(s) of sentences (e.g., "Carter plays basketball" instead of "Basketball was played by Carter.") **mood** – the atmosphere or general feeling evoked in a reader while reading, developed through the author's use of diction, style, and figurative language **passive voice** – a style that highlights actions that have been performed, as opposed to who performed them, generally, if present at all, actors appear as the object(s) of sentences (e.g., A crime was committed last night.)

	STANDARD	CLARIFICATION	GLOSSARY
Cluster: Vocabulary Acquisition and Use			
L.8.4	Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**.	Students figure out and/or confirm the meaning of grade 8 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies: • Context clues: Students use the overall meaning of a sentence or paragraph or a word's position or function in a sentence as a clue to the meaning of the word or phrase. • Word parts: Students use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words. For example, the root "cede" means "to yield or give way" in the words precede, recede, and secede. • Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words. • Reference materials: Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary. *In the Classroom:* Students highlight unfamiliar words as they read a text. The teacher and the students compile a list of highlighted words on the board. The teacher divides the students into small groups and assigns each group an equal portion of the words. The students use context clues and word relationships to determine the meanings of their words. Following this, each small group shares out their thoughts and reasoning.	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**) **reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary **word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher gives students a list of words that each have at least two parts (e.g., a root and one affix). The students, working in pairs, use knowledge of word parts to propose a preliminary definition for each of the words. The teacher circulates and discusses students' thoughts with them as they work through this activity. Following this, students consult a reference material to verify the definitions they've created.	
L.8.5	Demonstrate understanding of **figurative language** and **nuances** in word meanings. a. Interpret figures of speech in context based on grade 8 reading and content. b. Distinguish among the **connotations** of words with similar **denotations**.	Students show they understand figurative language and subtle differences in word meanings. • Students decipher the meaning of figurative language, such as verbal irony and puns, as it is used in the text in grade 8 texts and material. • Students differentiate between the associations of words that have similar definitions (e.g., bullheaded, willful, firm, persistent, resolute). *In the Classroom:* The teacher provides students with a short list of words that have similar denotations. Students create concept maps placing each word in its own bubble and drawing lines between the words to illustrate their associations. On the lines, students explain the difference in connotation between the connected words. The students highlight the figures of speech as they read a text. The teacher and students discuss how the overall meaning would change if the figurative language were to be taken literally. The teacher and students then discuss how the figurative language impacts the interpretation of the text.	**connotation** – an emotional or abstract meaning evoked by a word in addition to its literal meaning **denotation** – the literal definition of a word, generally free of an emotional or cultural context **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.) **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**)

	STANDARD	CLARIFICATION	GLOSSARY
L.8.6	Acquire and use accurately grade-appropriate **general academic** and **domain-specific words and phrases**; develop vocabulary knowledge when considering a word or **phrase** important to comprehension or **expression**.	Students deepen their word knowledge when they examine a word or phrase necessary for their reading or listening comprehension or written or oral expression. *In the Classroom:* The students use five-column tables: the first column is the "Word" or "Phrase", the second is labeled "Reading," the third is labeled "Writing," the fourth is labeled "Speaking," and the fifth is labeled "Listening." Students keep records of the general academic and domain-specific words and phrases they use when reading, writing, speaking, or listening by listing the words in the first column and keeping tallies in the rest of the columns. Students add to the tables as they develop their vocabulary knowledge. Students create their own dictionaries that they add to throughout the year. Dictionaries include their own definitions, examples, and/or illustrations of each word.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")