

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
READING INFORMATION		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
KEY IDEAS & DETAILS	<b>8.RI.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Characteristics of analysis</li> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Content/abstract idea</li> <li>Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information from the text</li> <li>Conclusion</li> <li>Central idea</li> </ul>	<ul style="list-style-type: none"> <li>Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> <li>Good readers differentiate between strong and weak textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make inferences about content, concrete ideas and author's decisions in a text</li> <li>Identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text</li> <li>Differentiate between strong and weak textual support</li> <li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>Make critical or analytical judgments to make generalizations</li> <li>Create self-motivated interpretations of text that are adapted during and after reading</li> <li>Draw conclusions about details and events in a text</li> <li>Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis</li> </ul>
	<b>8.RI.2:</b> 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.	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>Central idea</li> <li>Types of text structures (e.g. sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)</li> <li>Difference between central and supporting ideas in an informational text.</li> <li>Characteristics of an effective summary for informational texts (e.g., objective vs. subjective)</li> <li>How to summarize</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational texts develop texts that have a central idea is developed over the course of a text through its relationship to supporting elements/ideas/details.</li> <li>Good readers develop effective summaries that are objective and capture the central idea of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the text structure in an informational text</li> <li>Determine a central idea in an informational text</li> <li>Describe or graphically represent the relationship between a central idea and supporting ideas</li> <li>Explain the relationship of the central idea to the supporting ideas in an informational text</li> <li>Analyze the development of the central idea over the course of an informational text, including its relationship to supporting ideas</li> <li>Summarize the main ideas objectively in an informational text, capturing the most important parts of the piece</li> <li>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</li> </ul>

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KEY IDEAS & DETAILS	<p><b>8.RI.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze (e.g., explanation of what, why and how)</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>• Connections and interactions (e.g., one piece of text “explains” another or influences another)</li> <li>• Patterns of organization (e.g., comparison, analogy, classification, chronological order, definition, process, problem/ solution, cause/effect)</li> <li>• Signal/linking words/phrases that facilitate analysis (e.g., connections/distinctions between and among ideas/ concepts/event)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful decisions about connections and distinctions between and among events, individuals, and ideas in informational text.</li> <li>• Good readers analyze the relationships (e.g., connections and distinctions) among events, individuals, ideas/concepts and use that information to comprehend the what, why and how of the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between specific details and key ideas, individuals, events, etc.</li> <li>• Identify and describe (or graphically represent) connections among/distinctions between individuals, ideas, events</li> <li>• Identify linking words/phrases that signal connections among/distinction between individuals, ideas, events/</li> <li>• Use text details to analyze <i>how</i> authors connect and distinguish between and among individuals, ideas, and events in informational text</li> <li>• Analyze how a text (author) makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> </ul>

# GRADE EIGHT

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING INFORMATION				
CRAFT AND STRUCTURE	<p><b>8.RI.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• How to analyze</li> <li>• Word/language choices</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Technical meanings</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, analogies, allusions)</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful choices to achieve an intended effect within informational text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Differentiate between literal and non-literal meaning</li> <li>• Identify and use domain-specific terms</li> <li>• Identify and interpret figurative language and literary devices</li> <li>• Explain how figurative language enhances and extends meaning</li> <li>• Explain the impact of specific language choices by the author</li> <li>• Explain how authors use language choices to create an effect</li> <li>• Analyze how specific language choices impact meaning and tone, including analogies or allusions to other texts</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</li> </ul>

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READING INFORMATION				
CRAFT AND STRUCTURE	<p><b>8.RI.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>• Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>• Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use text structures and features to chunk and organize the information so readers can deconstruct the text.</li> <li>• Authors' choices of structures, features, etc. control the central idea and the readers' perceptions</li> <li>• Good readers know that recognizing how a text is structured is one key to making meaning from text.</li> <li>• Good readers understand the structures and features of a text, and use them to make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze connections between text features and the text's purpose/central idea</li> <li>• Analyze connections between author's choice of text structure and the text's purpose/central idea</li> <li>• Analyze how structure and/or features enhance text's purpose/central idea</li> <li>• Analyze the relationship between text organization and development of ideas</li> <li>• 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</li> </ul>

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READING INFORMATION				
	<b>8.RI.6:</b> 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.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to analyze</li> <li>• Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> <li>• Point of view (e.g., first person, third person, limited, omniscient)</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> <li>• Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)</li> <li>• Conflicting evidence or viewpoints</li> <li>• Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., acknowledging/ responding to conflicting viewpoints).</li> <li>• Good readers analyze the text to better understand the difference between the author's position, viewpoint or attitude and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the author's overall purpose for writing a text</li> <li>• Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias</li> <li>• Identify the author's position in a text</li> <li>• Explain how the author controls what the reader knows in a text</li> <li>• Identify if and how conflicting evidence or viewpoints are addressed in a text</li> <li>• Analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints</li> <li>• 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</li> </ul>

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COMMON CORE STANDARDS				
READING INFORMATION		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
INTEGRATION OF KNOWLEDGE	<b>8.RI.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> <li>Characteristics of an evaluation</li> <li>Compare</li> <li>Contrast</li> <li>Text and media topic/message</li> <li>Author's purpose/intention</li> <li>Audiences' needs</li> <li>Media formats (e.g., visual, oral, quantitative)</li> <li>Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast)</li> </ul>	<ul style="list-style-type: none"> <li>Creators and presenters of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences.</li> <li>Good readers' and viewers' understandings and perceptions of a topic or idea are affected by the ways in which information or details are presented.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how text/media present information</li> <li>Identify aspects of text/media that reveal an author's purpose/intention</li> <li>Analyze the advantages and disadvantages of different media</li> <li>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</li> </ul>
	<b>8.RI.8:</b> 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.	<ul style="list-style-type: none"> <li>Define and identify relevant/ irrelevant evidence in informational text</li> <li>Define and identify sufficient/insufficient evidence in informational text</li> <li>Define and identify sound/unsound reasoning in informational text</li> </ul>	<ul style="list-style-type: none"> <li>Delineate the argument and specific claims of a text</li> <li>Classify evidence as relevant/ irrelevant in informational text</li> <li>Classify reasoning as sound/ unsound in informational text</li> <li>Classify evidence as sufficient/ insufficient in informational text</li> <li>Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>8.RI.9:</b> 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.	<ul style="list-style-type: none"> <li>Identify differences or conflicting information between two texts</li> <li>Recognize facts or interpretations</li> <li>Identify criteria for analyzing texts</li> </ul>	<ul style="list-style-type: none"> <li>Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
RANGE OF READING	<b>8.RI.10:</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>Identify and understand key ideas and details</li> <li>Identify and understand craft and structure</li> <li>Identify and understand integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend key ideas and details</li> <li>Comprehend craft and structure</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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KEY IDEAS & DETAILS	<b>8.RL.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Textual evidence/text support</li> <li>• Inference</li> <li>• Prediction</li> <li>• Author's decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>• Critical/analytical judgments</li> <li>• Generalizations</li> <li>• Background knowledge</li> <li>• Explicitly stated information</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>• Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>• Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Make, test and revise predictions as they read</li> <li>• Make inferences about author's decisions and literary elements in a text</li> <li>• Identify/cite appropriate text support for inferences about author's decisions and literary elements in a text</li> <li>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about characters and events in a text</li> <li>• Identify how author's choices affect theme</li> <li>• Analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis</li> </ul>
	<b>8.RL.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Literary texts</li> <li>• How to summarize</li> <li>• Central/main idea</li> <li>• Theme</li> <li>• Difference between central ideas and supporting details in a story</li> <li>• Characteristics of an effective summary for literary texts (e.g., objective vs. subjective)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of literary texts include details that help readers determine the theme or central idea.</li> <li>• Good readers create effective summaries that are objective and include central ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or graphically represent the relationship between central ideas and supporting details.</li> <li>• Determine a theme or central idea of a text</li> <li>• Analyze how particular details reveal a theme or convey the central idea</li> <li>• Summarize a text capturing the most important parts of the original piece</li> <li>• Create an objective summary (excluding personal opinions)</li> <li>• Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text</li> </ul>

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READING LITERATURE				
KEY IDEAS & DETAILS	<p><b>8.RL.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>How to analyze</li> <li>Story Elements</li> <li>Plot (flashback, climax/ turning point, resolution, foreshadowing)</li> <li>Episodes</li> <li>Conflicts (man vs. man, man vs. nature, etc.)</li> <li>Characters types (e.g., flat/round) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain)</li> <li>Setting (time, place)</li> <li>Mood</li> <li>Drama Elements</li> <li>Acts</li> <li>Scenes</li> <li>Dialogue</li> <li>Character actions, feelings, words, and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Authors make choices about how elements of a story or drama interact.</li> <li>Good readers understand how characters, settings and events in literary texts are related.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the story elements in a literary work</li> <li>Identify and describe elements of drama in a literary work</li> <li>Explain character types and roles</li> <li>Explain how the characters interact to develop the story/drama</li> <li>Explain changes in setting.</li> <li>Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)</li> <li>Explain (tell, write, or graphically represent) how characters, events, setting, and plot elements interact and create mood</li> <li>Analyze the relationships between and among characters, their conflicts, events, setting, and plot elements</li> </ul>



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CRAFT AND STRUCTURE	<p><b>8.RL.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>• Literary text</li> <li>• Word/language choices</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Genre-specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section)</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom)</li> <li>• Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>• Mood</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful choices to achieve an intended effect within text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Differentiate between literal and non-literal meaning</li> <li>• Identify and use genre-specific terms to explain author's language choices</li> <li>• Identify and interpret figurative language and literary devices</li> <li>• Explain how figurative language and literary devices enhance and extend meaning</li> <li>• Explain the impact of specific language choices by the author</li> <li>• Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>• Analyze how specific language choices impact meaning and tone</li> <li>• Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza or a poem or section of a story or drama</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</li> </ul>

	<p><b>8.RL.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Literary text</li> <li>• How to analyze</li> <li>• Various forms/structures of a drama (e.g., sentence, chapter, scene, act, soliloquy, stanza)</li> <li>• Various forms/structures of a poem (e.g., line, stanza, couplet, ballad, free verse, blank verse, haiku, sonnet)</li> <li>• Various patterns of organization (e.g., sequence/chronological order, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</li> <li>• Various aspects of dramatic work (e.g., stage directions, dialogue)</li> <li>• Relationships between parts of text and whole text (as indicated by text structures)</li> <li>• Genre characteristics</li> <li>• Literary elements (e.g., setting, plot, theme, conflict, resolution)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors' choices of structures, features, etc. control the theme and the readers' perceptions.</li> <li>• Good readers understand that recognizing how a text is structured is one key to making meaning from text.</li> <li>• Text structures and features help the writer chunk and organize the information so readers can deconstruct the text.</li> <li>• When readers understand the structure of a text, they can more easily make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify genre</li> <li>• Identify text features</li> <li>• Identify text structures</li> <li>• Identify text's purpose and theme</li> <li>• Make predictions about text based on its text structures</li> <li>• Describe the connections between text structure and the text's purpose and theme</li> <li>• Make connections between author's choice of text structure and the text's purpose and theme</li> <li>• Explain how structure enhances the text's purpose and theme</li> <li>• Describe the relationship between text structure and development of ideas</li> <li>• Describe the relationship between form/structure and meaning in text</li> <li>• Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</li> </ul>
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READING LITERATURE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
CRAFT AND STRUCTURE	<p><b>8.RL.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<ul style="list-style-type: none"> <li>Literary text(s)</li> <li>How to analyze</li> <li>Compare</li> <li>Contrast</li> <li>Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> <li>Point of view (e.g., first person, third person, limited, omniscient )</li> <li>Author's view point</li> <li>Similarities and differences between narrator(s) and character(s)</li> <li>Strategies for developing narrative texts(e.g., point of view, character development, dialogue, what information to include and exclude)</li> </ul>	<ul style="list-style-type: none"> <li>An author develops texts by making choices (e.g., how an author develops and contrasts the points of view of different characters or narrators in a text) to achieve his/her purpose.</li> <li>Good readers recognize that an author controls what the reader knows through the choices he/she makes about characters or narrators.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the author's overall purpose for writing a text</li> <li>Describe the differences between various points of view</li> <li>Identify the different characters' or narrators' view points</li> <li>Describe how point of view affects a literary text</li> <li>Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose</li> <li>Analyze how an author develops different characters' or narrators' viewpoints.</li> <li>Analyze how an author contrasts the points of view of different characters or narrators</li> </ul>

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READING LITERATURE		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
INTEGRATION OF KNOWLEDGE & IDEAS	<b>8.RL.7:</b> 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.	<ul style="list-style-type: none"> <li>How to analyze</li> <li>Compare</li> <li>Contrast</li> <li>Genre (e.g., story, drama, poem)</li> <li>Versions of text (e.g., written, audio, filmed, staged, multimedia, print, digital)</li> <li>Media tools/techniques-Visual (e.g., color, lighting, props, costumes, camera focus, angles in a film)</li> <li>Media tools/techniques-Oral (e.g., sound effects, music, voice)</li> <li>Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)</li> </ul>	<ul style="list-style-type: none"> <li>Authors'/directors' choices impact the readers', listeners', and viewers' understanding of a text.</li> <li>Good readers' and viewers' understanding of a text is influenced by the unique choices the authors and directors make through different media.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the visual and multimedia elements in a literary text</li> <li>Identify and explain the unique choices the author/director makes in relationship to the media</li> <li>Compare and contrast author's choices in written text to the audio, video or live version of the text</li> <li>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium camera</li> </ul>
	<b>8.RL.9:</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<ul style="list-style-type: none"> <li>Identify theme</li> <li>Identify patterns of events</li> <li>Identify character types</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast themes in modern fiction to myth/traditional story/ religious work</li> <li>Compare and contrast patterns of events in modern fiction to myth/traditional story/religious work</li> <li>Compare and contrast character types in modern fiction to myth/traditional story/religious work</li> <li>Evaluate how myths, traditional stories, or religious works are rendered new</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
READING RANGE	<b>8.RL.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>Identify/understand key ideas and details</li> <li>Identify/understand craft and structure</li> <li>Identify/understand integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend key ideas and details</li> <li>Comprehend craft and structure</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# GRADE EIGHT

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
COMPREHENSION & COLLABORATION	<p><b>8.SL.1:</b> 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.</p> <ul style="list-style-type: none"> <li>8.SL.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>8.SL.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>8.SL.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>8.SL.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas from reading material or research</li> <li>Describe components of a collegial discussion and planning</li> <li>Recognize key ideas and new information during discussions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze texts, issues, and other's opinions</li> <li>Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others.</li> <li>Evaluate personal views and the views of others</li> <li>Track progress toward specific goals and deadlines, defining individual roles as needed</li> <li>Evaluate new information, personal views, as well as the views of others</li> <li>Formulate comments, questions, and responses based on evidence, observations, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a variety of discussions by listening and sharing acquired and prior knowledge</li> <li>Demonstrate collegial rules during discussion</li> <li>Articulate personal ideas clearly</li> <li>Pose relevant questions that connect ideas of several speakers</li> <li>Respond to questions and comments with relevant details</li> <li>Acknowledge new information posed and use evidence to justify personal viewpoints</li> </ul>
	<p><b>8.SL.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ul style="list-style-type: none"> <li>Identify the author's purpose in information presented</li> <li>Identify the author's motives for the presentation of information</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the purpose of information presented in diverse media and formats</li> <li>Evaluate the motives behind the presentation of the information</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p><b>8.SL.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>Define and identify a speaker's argument and claims</li> <li>Define and identify sound reasoning</li> <li>Define and identify unsound reasoning</li> <li>Define and identify relevant evidence</li> <li>Define and identify irrelevant evidence</li> <li>Define and identify sufficient evidence</li> <li>Define and identify insufficient evidence</li> </ul>	<ul style="list-style-type: none"> <li>Delineate a speaker's argument and specific claims</li> <li>Evaluate the soundness of the speaker's reasoning</li> <li>Evaluate the relevance and sufficiency of the speaker's evidence</li> <li>Distinguish between sound and unsound reasoning in a speaker's argument</li> <li>Distinguish between relevant and irrelevant evidence in a speaker's argument</li> <li>Distinguish between sufficient and insufficient evidence in a speaker's argument</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# GRADE EIGHT

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
SPEAKING & LISTENING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
PRESENTATION OF KNOWLEDGE	<b>8.SL.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> <li>Identify claims and findings</li> <li>Identify appropriate eye contact</li> <li>Identify adequate volume</li> <li>Identify clear pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Determine salient points</li> <li>Determine relevant evidence</li> <li>Determine sound, valid reasoning</li> <li>Determine well-chosen details</li> </ul>	<ul style="list-style-type: none"> <li>Organize points and details in a coherent manner</li> <li>Present claims and findings emphasizing salient points with relevant evidence</li> <li>Present claims and findings emphasizing salient points with sound, valid reasoning</li> <li>Present claims and findings emphasizing salient points with well-chosen details</li> <li>Demonstrate appropriate eye contact</li> <li>Demonstrate adequate volume</li> <li>Demonstrate clear pronunciation</li> </ul>
	<b>8.SL.5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> <li>Integrate multimedia and visual displays</li> </ul>	<ul style="list-style-type: none"> <li>Determine when to integrate multimedia and visual displays to clarify information</li> <li>Determine when to integrate multimedia and visual displays to strengthen claims and evidence</li> <li>Determine when to integrate multimedia and visual displays to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Integrate multimedia components/visual displays in a presentation to clarify information</li> <li>Integrate multimedia components/visual displays in a presentation to strengthen claims and evidence</li> <li>Integrate multimedia components/visual displays in a presentation to add interest</li> </ul>
	<b>8.SL.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Describe qualities of formal speech</li> <li>Describe qualities of informal speech</li> </ul>	<ul style="list-style-type: none"> <li>Determine if formal or informal speech is appropriate in the context of a given situation</li> </ul>	<ul style="list-style-type: none"> <li>Adapt speech to a given context or task when speaking</li> <li>Demonstrate correct use of formal English when speaking</li> </ul>

# GRADE EIGHT

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	<b>8.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>8.L.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>8.L.1b: Form and use verbs in the active and passive voice.</li> <li>8.L.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>8.L.1d: Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>	<ul style="list-style-type: none"> <li>Define verbals such as gerunds, participles, and infinitives</li> <li>Recognize verbs in active voice and passive voice</li> <li>Identify verb moods such as indicative, imperative, interrogative, conditional, and subjunctive</li> <li>Recognize inappropriate verb voice and mood</li> <li>Explain the function of phrases and clauses in general and in specific sentences</li> </ul>	•	<ul style="list-style-type: none"> <li>Form and use verbs in active and passive voice</li> <li>Correct misplaced and dangling modifiers</li> <li>Use the following verb moods correctly - indicative, imperative, interrogative, conditional, and subjunctive</li> <li>Correct inappropriate shifts in verb voice and mood</li> <li>Demonstrate command of standard English grammar and usage when writing</li> <li>Demonstrate command of standard English grammar and usage when speaking</li> </ul>
	<b>8.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>8.L.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>8.L.2b: Use an ellipsis to indicate an omission.</li> <li>8.L.2c: Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Know that a dash is two hyphens without a space between them or on either side</li> <li>Recall and apply spelling rules</li> <li>Know that an ellipsis is three or four dots within the sentence</li> <li>Identify and correct misspelled words</li> </ul>	•	<ul style="list-style-type: none"> <li>Apply correct capitalization</li> <li>Apply correct punctuation</li> <li>Apply correct spelling</li> <li>Use punctuation (commas, ellipsis, dash) to indicate a pause or a break</li> <li>Use commas to set off words or phrases that make a distinct break in the flow of thought</li> <li>Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time</li> <li>Use a dash to set off material that is parenthetical or summary in nature</li> </ul>
	<b>8.L.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening	<ul style="list-style-type: none"> <li>Recognize language conventions for writing, speaking, reading, and listening</li> <li>Recognize when verbs are in active or passive voice</li> <li>Recognize when verbs are in conditional and subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of language conventions when writing, reading, and listening</li> <li>Determine when to use verbs in active or passive voice</li> <li>Determine when to use verbs in the conditional and subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of language when speaking</li> <li>Use knowledge of language conventions when speaking</li> <li>Use verbs in active or passive voice</li> <li>Use verbs in the conditional and subjunctive mood</li> </ul>

# GRADE EIGHT

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
LANGUAGE				
VOCABULARY ACQUISITION & USE	<p><b>8.L.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>8.L.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>8.L.4B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>8.L.4C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>8.L.4D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that many words have more than one meaning</li> <li>Identify common, grade-appropriate Greek and Latin affixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of a word or phrase by using context clues</li> <li>Determine the meaning of a word or phrase by using common Greek and Latin affixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Verify the initial determination of the meaning of a word</li> <li>Clarify the intended meaning of multiple-meaning words and phrases</li> <li>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</li> <li>Consult general and specialized reference materials, both print and digital, to find pronunciation</li> <li>Consult general and specialized reference materials, both print and digital, to determine or clarify precise meaning or part of speech</li> </ul>
	<p><b>8.L.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>8.L.5A: Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>8.L.5B: Use the relationship between particular words to better understand each of the words.</li> <li>8.L.5C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the meaning of figurative language</li> <li>Recognize the different types of relationships between words</li> <li>Define the meaning of the terms connotation and denotation</li> </ul>	<ul style="list-style-type: none"> <li>Analyze text to locate figures of speech</li> <li>Analyze the relationship between particular words</li> <li>Distinguish among the connotations of words with similar denotations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the relationship between words to find meaning</li> </ul>
	<p><b>8.L.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>Identify general academic and domain-specific words and phrases</li> <li>Gather vocabulary knowledge important to comprehension or expression</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Apply and use knowledge of vocabulary when considering words and phrases</li> <li>important to comprehension or expression</li> <li>Select appropriate resources to aid in gathering vocabulary knowledge</li> </ul>



GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p>8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>8.W.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>8.W.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>8.W.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>8.W.1d: Establish and maintain a formal style.</li> <li>8.W.1e: Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an accurate, credible source</li> <li>Identify and explain phrases and clauses that create cohesion and clarify relationships</li> <li>Identify and explain alternate, counter, or opposing claims</li> <li>Identify relevant evidence</li> <li>Identify and explain argument</li> <li>Identify and explain a concluding statement</li> <li>Identify and explain formal style</li> </ul>	<ul style="list-style-type: none"> <li>Determine how to introduce claims and acknowledge alternate or opposing claims</li> <li>Organize reasons and evidence logically</li> <li>Build support for claims using logical reasoning and relevant evidence</li> <li>Build support for claims by distinguishing between relevant and irrelevant evidence</li> <li>Evaluate sources for credibility and accuracy</li> <li>Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence</li> <li>Plan a concluding statement following the argument</li> </ul>	<ul style="list-style-type: none"> <li>Write an argument to support claims with clear, logical reasons and relevant evidence</li> <li>Write an argument which introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims</li> <li>Write an argument which demonstrates logical organization of reasons and evidence</li> <li>Write an argument which cites credible and accurate sources of information</li> <li>Write an argument which demonstrates an understanding of the topic or text</li> <li>Write an argument which uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence</li> <li>Write an argument which establishes and maintains a formal style</li> <li>Write an argument which provides a concluding statement that follows from and supports the argument presented</li> </ul>

# GRADE EIGHT

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p><b>8.W.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content..</p> <ul style="list-style-type: none"> <li>• <i>8.W.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</i></li> <li>• <i>8.W.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</i></li> <li>• <i>8.W.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></li> <li>• <i>8.W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></li> <li>• <i>8.W.2e: Establish and maintain a formal style.</i></li> <li>• <i>8.W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Topic</li> <li>• Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)</li> <li>• Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)</li> <li>• Formatting devices (e.g., headings)</li> <li>• Graphics (e.g., charts, tables)</li> <li>• Multimedia</li> <li>• Domain-specific vocabulary</li> <li>• Style (e.g., formal, informal, specific to audience)</li> <li>• Primary sources</li> <li>• Secondary sources (e.g., UDLib/Search)</li> <li>• Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis)</li> <li>• Awareness of audience</li> <li>• Transition words, phrases, clauses</li> <li>• Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)</li> <li>• Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue)</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors of informative/explanatory writing develop texts that examine a topic and convey ideas and information clearly.</li> <li>• Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>• Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>• Good readers and writers write to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</li> <li>• Select an appropriate writing form</li> <li>• Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose</li> <li>• Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by engaging the reader with an introduction/ hook that presents the topic introducing the topic clearly organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect addressing the needs of the audience developing topic with relevant facts, definitions, concrete details, quotations or other information and examples using appropriate transitions to clarify the relationships among ideas and concepts using precise language and domain-specific vocabulary to inform about or explain the topic establishing and maintaining a formal style including formatting devices, graphics, and multimedia when useful to aiding comprehension providing a concluding statement or section that follows from the information or explanation presented</li> </ul>

# GRADE EIGHT

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
TEXT TYPES & PURPOSES	<p><b>8.W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>8.W.3a: <i>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></li> <li>8.W.3b: <i>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</i></li> <li>8.W.3c: <i>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</i></li> <li>8.W.3d: <i>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></li> <li>8.W.3e: <i>Provide a conclusion that follows from and reflects on the narrated experiences or events.</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing</li> <li>Topic</li> <li>Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</li> <li>Character types</li> <li>Narrator</li> <li>Dialogue</li> <li>Elaboration</li> <li>Awareness of audience</li> <li>Description</li> <li>Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback)</li> <li>Relevant, concrete details/examples</li> <li>Difference between relevant and irrelevant details</li> <li>Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)</li> <li>Transitional words and phrases</li> <li>Closure/ending/conclusion</li> <li>Forms (e.g., short stories, journals, poems, personal essays, memoir)</li> <li>Mood/reader's reaction (e.g., humorous, light, mysterious)</li> </ul>	<ul style="list-style-type: none"> <li>Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.</li> <li>Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Select/identify real or imagined experiences or event(s) to tell about</li> <li>Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing the needs of the audience selecting an organizational pattern (sequence of events) appropriate for the topic and purpose</li> <li>Select an appropriate writing form</li> <li>Write narratives to develop real or imagined experiences or events using effective techniques descriptive details, and well-structured event sequences by orienting the reader by establishing a context and introducing a narrator and/or characters organizing an event sequence that unfolds naturally and logically using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events and/or characters using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events, and to create mood providing a conclusion that follows from the narrated experiences or events or achieves a desired effect</li> </ul>

# GRADE EIGHT

GRADE EIGHT				
LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
WRITING				
PRODUCTION & DISTRIBUTION	8.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	•	<ul style="list-style-type: none"> <li>Analyze the reason for writing to decide on task, purpose, and audience</li> <li>Determine suitable idea development strategies</li> <li>Determine suitable organization</li> <li>Determine suitable style</li> </ul>	<ul style="list-style-type: none"> <li>Produce writing clear and coherent with idea development</li> <li>Produce writing clear and coherent with organization</li> <li>Produce writing clear and coherent with style</li> </ul>
	8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none"> <li>Recognize how to plan, revise, edit, and rewrite</li> <li>Recognize how to try a new approach</li> </ul>	<ul style="list-style-type: none"> <li>Determine how well the focus of the purpose has been addressed</li> <li>Determine how well the focus of audience has been addressed</li> </ul>	<ul style="list-style-type: none"> <li>Develop and strengthen writing by planning, revising, editing, and rewriting</li> <li>Develop and strengthen writing by trying a new approach</li> </ul>
	8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> <li>Identify publishing and collaboration options that use technology</li> <li>Know how to collaborate effectively</li> </ul>	<ul style="list-style-type: none"> <li>Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience</li> <li>Determine the best technology options for communicating and collaborating with others for an intended purpose</li> <li>Evaluate the relationship between information presented and ideas expressed</li> </ul>	<ul style="list-style-type: none"> <li>Select technology to present information and ideas</li> <li>Use technology (Internet) to produce, revise, edit, and publish writing</li> <li>Use technology to interact and collaborate with others</li> <li>Use technology to present information and ideas</li> </ul>

## GRADE EIGHT

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
WRITING		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<ul style="list-style-type: none"> <li>Identify reliable sources of information</li> <li>Apply appropriate inquiry methods to conduct a research project</li> <li>Apply multiple avenues of exploration</li> </ul>	<ul style="list-style-type: none"> <li>Determine which facts/examples best answer a question</li> <li>Draw conclusions about the validity of sources</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate: Formulate questions that would allow for other avenues of exploration</li> <li>Demonstrate: Conduct short research projects that answer questions</li> <li>Demonstrate: Conduct short research projects that draw on several sources</li> <li>Demonstrate: Conduct short research projects which generate focused questions that allow for multiple avenues of exploration</li> </ul>
	8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> <li>Recognize standard format for a citation</li> <li>Determine the relevance of information gathered from print and digital sources</li> </ul>	<ul style="list-style-type: none"> <li>Assess the credibility and accuracy of a source</li> </ul>	<ul style="list-style-type: none"> <li>Quote or paraphrase the data and conclusions of others, avoiding plagiarism</li> <li>Use search terms effectively</li> <li>Gather relevant information from multiple sources</li> </ul>
	8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>8.W.9a: Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</li> <li>8.W.9b: Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas and details that support conclusions</li> <li>Cite textual evidence to analyze explicit text</li> </ul>	<ul style="list-style-type: none"> <li>Draw evidence from key ideas and details as support for research</li> <li>Analyze key ideas and details as evidence of understanding text</li> <li>Reflect on key ideas and details as evidence of support and understanding</li> </ul>	
WRITING RANGE	8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Identify discipline-specific tasks, audiences, and purposes</li> </ul>	<ul style="list-style-type: none"> <li>Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Write over shortened time frames</li> <li>Write over extended time frames</li> </ul>