

**8th GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR LITERATURE**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	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. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		CLUSTER	7. Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious). 8. (Not applicable to literature) 9. Compare and contrast themes, patterns of events or characters across two or more stories or dramas.	<b>Concepts:</b> The themes, events, and characters, as well as actors influence the meaning of a story or drama. <b>Skills:</b> Understand the meaning of a text or script; understand the meaning of a filmed or live production; identify ways that the text and filmed or live production are the same; identify ways that the text and filmed or live production are different; identify the theme of a story or drama; identify ways that the themes of two stories or dramas are the same or different; identify the pattern of events in a story or drama; identify ways that the patterns of events are the same or different across two or more stories or dramas; identify the characters in a story or drama; identify ways that the characters are the same or different across two or more stories or dramas. <b>Big Ideas:</b> Comparing and contrasting texts with other texts or with filmed or live versions of the story or drama requires attention to the themes, patterns of events, characters, and the acting. <b>Essential Questions:</b> How is this filmed or live production of the story or drama the same as the text-based version? How is the meaning of the text-based version changed by the acting in the live version? What is the pattern of events in this text? How is that pattern of events the same or different from the pattern in another story or drama? What is the theme of this story or drama? How is the theme the same or different from the theme of another story or drama? Who are the characters in this story or drama? How are the characters the same and different from the characters in another story or drama?
Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.		CLUSTER	10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous).	<b>Concept:</b> Listening and reading are active processes. <b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. <b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating. <b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

**8th GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.</li> <li>3. Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ol>	Use key ideas and details to support understanding	CLUSTER <ol style="list-style-type: none"> <li>1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).</li> <li>2. Determine the theme or central idea of a text and select details that relate to it.</li> <li>3. Compare and contrast key individuals, ideas or events in a text.</li> </ol>	GUIDANCE	<p><b>Concepts:</b> The key ideas and details in a text support inferences, relate to the theme or central idea, and describe individuals, ideas and events.</p> <p><b>Skills:</b> Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; identify key individuals, ideas or events in the text; determine how those individuals ideas or events are the same and different.</p> <p><b>Big Ideas:</b> Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between key individuals, ideas, or events in a text.</p> <p><b>Essential Questions:</b> What inferences does the author expect me to make? What quotes from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? Who are the key individuals in this text? How are those individuals the same or different from one another? What are the key ideas in the text? How are those ideas the same or different from one another? What are the key events in the text? How are those events the same or different from one another?</p>
Craft and Structure			Craft and Structure		Craft and Structure
CLUSTER	<ol style="list-style-type: none"> <li>1. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.</li> <li>2. 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> <li>3. 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> </ol>	Understand word choice and use	CLUSTER <ol style="list-style-type: none"> <li>1. Determine the meaning of words and phrases as they are used in text, including simple analogies.</li> <li>2. Determine the topic sentence in a paragraph.</li> <li>3. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.</li> </ol>	GUIDANCE	<p><b>Concepts:</b> Authors writing about the same topic intentionally use words and phrases to convey different information.</p> <p><b>Skills:</b> Determine the meaning of words in a text; determine the meaning of simple analogies in the text; determine which sentence in a paragraph is the topic sentence; identify the purposes of two texts on the same topic; compare the purposes of two texts on the same topic; identify information from two texts on the same topic that is not the same.</p> <p><b>Big Ideas:</b> Comprehension is improved when a reader determines the topic of a text, the intended meaning of words and phrases, and the ways that the text does and does not provide information that matches other texts on the same topic.</p> <p><b>Essential Questions:</b> What analogies does the author make? What do they mean? What is the meaning of the words in the text? What is the topic of this text? What is the topic sentence of this paragraph? What is the purpose of this text? How is this purpose the same and different from the purpose of another text on the same topic? What evidence or information in this text is different from the other text I read on this topic?</p>

**8th GRADE ENGLISH/LANGUAGE ARTS**  
**READING STANDARDS FOR INFORMATIONAL TEXT**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	GUIDANCE	Integration of Knowledge and Ideas
<b>CLUSTER</b>	<ol style="list-style-type: none"> <li>1. 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> <li>2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.</li> <li>3. 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.</li> </ol>		<b>CLUSTER</b> <ol style="list-style-type: none"> <li>1. Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.</li> <li>2. Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.</li> <li>3. Evaluate the key information provided by authors of two different texts on the same topic and determine if they agree or disagree on each point.</li> </ol>		<p><b>Concepts:</b> There are advantages and disadvantages to presenting information in different formats, but each provides a source for stating fact and opinion and supporting those claims with evidence.</p> <p><b>Skills:</b> Determine reasons why a particular format is good for presenting information on a topic or idea; identify the claims in a text; determine if the claims are fact or opinion; locate reasons or evidence in the text to support factual claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same; identify ways that the key information provided by authors of two different texts on the same topic is different; determine whether or not the authors agree on each of the points they make.</p> <p><b>Big Ideas:</b> Authors make choices about the way they present information and the amount of information they provide to support claims that are fact and opinion.</p> <p><b>Essential Questions:</b> What does this audio/video/multimedia tell me that the text didn't? What are the claims that the author makes? Are the claims fact or opinion? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same as the information provided by the author of another text on the same topic? How is that information different from the information provided by the author of another text on the same topic? Do the two authors agree on each of the points they make?</p>
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	GUIDANCE	Range of Reading and Level of Text Complexity
<b>CLUSTER</b>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently		<b>CLUSTER</b> <p>Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to identify information that conflicts with the information we learned yesterday).</p>		<p><b>Concept:</b> Listening and reading are active processes.</p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

*\* Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

## 8th GRADE ENGLISH/LANGUAGE ARTS

### WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
<b>Text Types and Purposes</b>			<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>
<b>CLUSTER</b>	<p>Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Provide a closing. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event. Provide a closing.</p>	Write for multiple purposes	<b>CLUSTER</b> <p>Write* a claim. Support claim with two or more reasons or other relevant evidence. State one opposing or counterclaim. Write* an informative or explanatory text closing? Write* the topic. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension. Develop the topic with two or more facts or concrete details. Use domain specific vocabulary. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. Write* narratives about personal or imagined experiences or events. Write* about multiple events and use temporal words to signal event order. Include one or more characters. Use dialogue as appropriate. Use words or phrases to describe the character(s)</p>	<b>GUIDANCE</b> <p>Concepts: The purpose for writing influences structure, organization and the decisions writers make about the type and amount of information to include. Skills: Write a claim and support it with reasons or evidence; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia elements; decide if the graphic or multimedia elements help others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative; use temporal words to order events; use vocabulary that will describe a character; write about one or more characters; use dialogue. Big Ideas: Selecting the structure, organization, details and evidence helps achieve the purpose for writing. Essential Questions: Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Are their counterclaims I should write? Am I informing someone about the claims and counterclaims? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Do I want the characters to say something in the text? Have I written a</p>

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## 8th GRADE ENGLISH/LANGUAGE ARTS

### WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	<b>Production and Distribution of Writing</b>		CLUSTER	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
	<p>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.).</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)</p> <p>Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.</p>	Produce and publish extended text		<p>Produce writing* that addresses a particular task, purpose, or audience.</p> <p>With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.</p> <p>Use technology to produce and publish writing*.</p>	<p><b>Concept:</b> Writing is a multi-step process that results in products that can be shared.</p> <p><b>Skills:</b> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p><b>Big Ideas:</b> Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

# 8th GRADE ENGLISH/LANGUAGE ARTS

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COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	GUIDANCE	UNPACKING THE EXTENDED STANDARDS
<b>Research to Build and Present Knowledge</b>		Gather and report information in writing	<b>Research to Build and Present Knowledge</b>		<b>Research to Build and Present Knowledge</b>
CLUSTER	<p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g.,</p> <ul style="list-style-type: none"> <li>—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> </ul> <p>Apply grade 8 Reading standards to literary nonfiction (e.g.,</p> <ul style="list-style-type: none"> <li>—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced).</li> </ul>		<p>Write* to answer and pose questions based on two or more sources of information.</p> <p>Select quotes from two or more print or digital source that provide important information about a topic.</p> <p>Write* about information gathered from literary or informational texts.</p> <p>Apply grade 8 Extended Reading Standards to literature (e.g., Write* key details that support the theme).</p> <p>Apply grade 8 Extended Reading Standards to literary nonfiction (e.g., List in writing* conflicting information presented across two texts).</p>		<p><b>Concept:</b> Research supports writing to inform or respond.</p> <p><b>Skills:</b> Identify or develop the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write to demonstrate understanding of literature; write to demonstrate understanding of literary nonfiction.</p> <p><b>Big Idea:</b> Reading and other research provide information that is useful when writing to demonstrate understanding and respond to questions.</p> <p><b>Essential Questions:</b> What is the question I will research and write about? What do I want to know about this? Where can I find information about this? What is my purpose for writing? What do I need to write about that research? What information have I gathered? How can I use writing to show what I learned?</p>
	<b>Range of Writing</b>		<b>Range of Writing</b>		<b>Range of Writing</b>
	<p>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.</p>	Adjust writing approach to meet task, purpose and Audience	<p>10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p><b>Concept:</b> The time it takes to develop a writing product is dependent on the task, purpose and audience.</p> <p><b>Skills:</b> Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p><b>Big Idea:</b> Good writers continue working on writing until it meets their purpose.</p> <p><b>Essential Questions:</b> What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

# 8th GRADE ENGLISH/LANGUAGE ARTS

## SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
<b>Comprehension and Collaboration</b>			<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>
<b>CLUSTER</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.</p>	<b>Prepare and engage actively in communication</b>	<b>CLUSTER</b> <p>Participate in communicative exchanges. Come to discussions prepared to share information.</p> <p>With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. Remain on the topic of the discussion when asking or answering questions or making other contributions.</p> <p>Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted. Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is telling about school events).</p> <p>Determine whether the claims made by a speaker are fact or opinion.</p>	<b>GUIDANCE</b> <p><b>Concepts:</b> Successful communication exchanges are often rule based topic centered, and draw upon information provided by speakers.</p> <p><b>Skills:</b> Prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; answer questions; determine when the topic shifts; adjust comments and questions to new topic; identify purpose of information presented orally, visually, and/or auditory, that is related to the topic; determine whether a speaker's claims are facts or opinions.</p> <p><b>Big Ideas:</b> Participating in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information.</p> <p><b>Essential Questions:</b> How do I prepare? What do I want to say? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? What does that mean? Who can I ask? What words answer the question? What else can I say about this topic? Did the topic change? What is the purpose of this presentation? Is that person telling me a fact or giving an opinion?</p>

## 8th GRADE ENGLISH/LANGUAGE ARTS

### SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas			Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See standards 1–3 in Language, for specific expectations.).</p>	Present information	CLUSTER	<p>Present findings including relevant descriptions, facts, or details. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations.</p> <p>Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p><b>Concepts:</b> Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</p> <p><b>Skills:</b> Identify findings related to a subject; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p><b>Big Ideas:</b> Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports.</p> <p><b>Essential Questions:</b> What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly?</p>

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**8th GRADE ENGLISH/LANGUAGE ARTS**  
**LANGUAGE**

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Conventions of Standard English			Conventions of Standard English			
CLUSTER	Observe conventions of grammar and usage when writing or speaking. Explain the function of "verbals" (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood Recognize and correct inappropriate shifts in verb voice and mood.* Observe conventions of capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.		Communicate conventionally	CLUSTER	Demonstrate understandings of standard English grammar and usage when communicating. Form and use regular and irregular verbs. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. Use ending punctuation. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	GUIDANCE

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8th GRADE ENGLISH/LANGUAGE ARTS				
LANGUAGE				
COMMON CORE STANDARDS	ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
<b>Knowledge of Language</b>	<b>Communicate effectively</b>	<b>Knowledge of Language</b>		<b>Knowledge of Language</b>
<div>CLUSTER</div> <p>Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		<div>CLUSTER</div> <p>Use language to achieve desired meaning when writing or communication Use action verbs</p>		<p>Concepts: Specific words name actions in writing and communication. Skills: Choose the word that names an action; use the action verb. Big Ideas: Action verbs provide important information. Essential Questions: Which word names that action? Was I understood?</p>
			<div>GUIDANCE</div>	

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## 8th GRADE ENGLISH/LANGUAGE ARTS

### LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage	Vocabulary Acquisition and Usage
<b>CLUSTER</b>	<p>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> <p>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.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p>	<b>Acquire and Use language</b>	<b>CLUSTER</b> <p>Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>Demonstrate understanding of word relationships.</p> <p>Understand the use of multiple meaning words (e.g., draw the curtains).</p> <p>Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p>Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)</p> <p>Acquire and use general academic and domain-specific words and phrases.</p>	<b>GUIDANCE</b> <p><b>Concepts:</b> Words and phrases have meaning across context and in relation to one another.</p> <p><b>Skills:</b> Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; understand some words mean more than one thing; understand that more than one word may mean the same or similar thing; identify words with similar meanings; identify words that have opposite meanings; use words across contexts.</p> <p><b>Big Ideas:</b> As words are learned and used, they are related to topics, contexts, and one another.</p> <p><b>Essential Questions:</b> What word fits in that sentence? What word do I know that makes sense here? What does that word mean? How can I figure out what that word means? Does that word mean more than one thing? What word do I know that means the opposite of this word? What word do I know that means the same thing as this word?</p>