	Reading Standards for Literature - Grade 8		Interdisciplinary Literacy Practices
	Key Ideas and Details		,
<u>RL.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.8.2</u>	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RL.8.3</u>	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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of specific word choices on meaning and tone, including but	4	guage arts to better understand self, others and the world.
	not limited to analogies or allusions to other texts.		Apply strategic practices, with
<u>RL.8.5</u>	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.8.6</u>	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Littling digital resources to leave and
<u>RL.8.7</u>	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	7	Utilize digital resources to learn and share with others.
	The lext of script, evaluating choices made by the director of actors.		Engage in specialized, discipline-
<u>RL.8.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.8.9</u>	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

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1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	PROGRESSION					
	RL.7.1	RL.8.1	RL.9-10.1	-		
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as infer- ences drawn from the text.	2		
	from the text.			_		
		MULTIDIMENSIONALITY - RL.8.	1	3		
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT			
ſ	CITE RELEVANT TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.					

GUIDING PRINCIPLE FOR READING LITERATURE

2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

RL.7.2	RL.8.2	RL.9-10.2	7	Utilize digital resources to learn and
Determine themes of a text, and analyze their de- velopment through citing textual evidence, para-	Determine themes of a text, and analyze how they are developed through relation- ships of characters, setting,	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped	8	share with others. Engage in specialized, discipline- specific literacy practices.
phrasing or summarizing.	and plot, citing textual evi- dence, paraphrasing or sum- marizing.	and refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.8.2	2		
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text, and analyze how they are developed through relationships of characters,				Develop a literacy identity that pro- motes lifelong learning.
setting and plot, citing textual evidence, paraphrasing or summarizing.				HOME

communicates a message.

mational.

5

6

others and the world.

new meaning.

Apply strategic practices, with

Recognize that text is anything that

Employ, develop and refine schema to understand and create text.

View literacy experiences as transactional, interdisciplinary and transfor-

Utilize receptive and expressive language arts to better understand self,

scaffolding and then independently, to approach new literacy tasks.

Collaborate with others to create

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3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION			1	Recognize that text is anything that
	RL.7.3	RL.8.3	RL.8.3	-	communicates a message.
	Analyze how particular ele- ments of a story or drama in- fluence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke	Analyze how complex characters develop over the course of a text, interact with other characters and	2	Employ, develop and refine schema to understand and create text.
		a decision.	advance the plot or develop themes.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.8.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan-
	Analyze how <i>particular</i> LINES Of veal aspects of a character or p	F DIALOGUE OR INCIDENTS IN A STOP		4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with
	GUIDING PRINCIPLE FOR READING LITERATURE				scaffolding and then independently, to approach new literacy tasks.
P	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			6	Collaborate with others to create
		PROGRESSION			new meaning.
	RL.7.4	RL.8.4	RL.9-10.4	7	Utilize digital resources to learn and
	Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are used in a	Determine the meaning of words and phrases as they are used in the	/	share with others.
	used in a text, including fig- urative and connotative meanings; analyze the impact	text, including figurative and con- notative meanings; analyze the impact of specific word choices	text, including figurative and conno- tative meanings; analyze the cumu-	8	Engage in specialized, discipline- specific literacy practices.
	of rhymes and other repeti- tions of sounds on a passage.	on meaning and tone, including but not limited to analogies or allusions to other texts.	lative impact of specific word choic- es on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.8.4			Douglas a literasu identity that are
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including figurative and connota-			10	Develop a literacy identity that pro- motes lifelong learning.
	tive meanings; analyze the impact of specific WORD CHOICES on meaning and TONE, including but not limited to ANALOGIES or ALLUSIONS to other texts.				HOME



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		PROGRESSION				
	RL.7.5	RL.8.5	RL.9-10.5			
	Analyze how the form or	Compare/contrast the structure	Analyze how an author's choices con-			
	structure of a drama, poem or	of two or more texts, and ana-	cerning how to structure a text, order			
	prose text contributes to its	lyze how the differing structure	events within it and manipulate time	┝		
	meaning.	of each text contributes to its	create such effects as mystery, ten-			
		meaning and style.	sion or surprise.			
				┝		
		MULTIDIMENSIONALITY - RL.8.5	5			
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT			
	Compare/contrast the structure	e of two or more texts and analyze	how the differing STRUCTURE OF EACH			
1	TEXT contributes to its meaning	and style.				

GUIDING PRINCIPLE FOR READING LITERATURE

6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

		PROGRESSION		7	Utilize digital resour share with others.
	RL.7.6 Analyze how an author devel- ops and contrasts the per-	RL.8.6 Analyze characters' and read- ers' perspectives and how the	RL.9-10.6 Analyze a particular author's perspec- tive or cultural experience reflected in	8	Engage in specialize specific literacy prac
·	spective of different charac- ters or narrators in a text.	differences create effects, in- cluding but not limited to sus- pense, humor and empathy.	a work of literature by drawing on a wide reading of world literature.	9	Apply high level cog to think deeply and text.
	Green (italic) = Comp		5 MAROON (CAPS) = CONTENT rences create effects, including but not	10	Develop a literacy ic motes lifelong learn
└──┚┺	limited to SUSPENSE, HUMOR A	ND EMPATHY.			HOME

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
Apply high level cognitive processesto think deeply and critically about text.							
10 Develop a literacy identity that pro- motes lifelong learning.							
	HOME						

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION		1	Recognize that text is anything that
RL.7.7	RL.8.7	RL.9-10.7		communicates a message.
Compare/contrast reading a print text and viewing its visu- al/oral presentation, analyzing	Analyze the extent to which a filmed/live production of a sto- ry or drama stays faithful to or	Analyze the representation of a sub- ject or a key scene in two different artistic mediums, including what is	2	Employ, develop and refine schema to understand and create text.
the effects of techniques unique to each medium.	departs from the text or script, evaluating choices made by the director or actors.	emphasized or absent in each treat- ment.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.8.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Analyze the extent to which a FILMED/LIVE PRODUCTION OF A STORY OR DRAMA stays faithful to or departs from the text or script, evaluating choices made by the director or actors.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	G PRINCIPLE FOR READING LITE		6	Collaborate with others to create new meaning.
 8. Students will delineate and ev validity, reasoning, relevance an 		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
	PROGRESSION			share with others.
RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.8.	8		
	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
(Not applicable to literature)				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
			Recognize that text is anything that		
	RL.7.9	RL.8.9	RL.9-10.9	1	communicates a message.
	Compare/contrast a fictional portrayal and a historical ac- count of the same period as a means to understand how au-	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or reli- gious works, including describing	Analyze how an author draws on and transforms source material in a specific work.	2	Employ, develop and refine schema to understand and create text.
	thors use history.	how the material is rendered new.		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	٢	MULTIDIMENSIONALITY - RL.8.9			mational.
a	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how a MODERN WORK OF FICTION draws on THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES from MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including describing how the material is			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	rendered new.			5	Apply strategic practices, with scaffolding and then independently,
	GUIDING	6 PRINCIPLE FOR READING LITERA	TURE		to approach new literacy tasks.
ř	10. Students will read, comprehe	nd and analyze complex literary texts	independently and proficiently.	6	Collaborate with others to create
	DI 7.40	PROGRESSION		Ŭ	new meaning.
	RL.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	RL.8.10 By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	RL.9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu-	7	Utilize digital resources to learn and share with others.
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	mmariz- oralizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend		Engage in specialized, discipline- specific literacy practices.
	comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	ate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.8.10				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to			10	Develop a literacy identity that pro- motes lifelong learning.
	read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.				HOME

	Reading Standards for Informational Text - Grade 8		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.8.2</u>	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RI.8.3</u>	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, conno- tative and technical meanings; analyze the impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RI.8.5</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sen- tences in developing and refining a key concept.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.8.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.8.7</u>	Evaluate the advantages and disadvantages of using print and non-print formats for presenting par- ticular topics or ideas.	7	Utilize digital resources to learn and share with others.
<u>RI.8.8</u>	Identify 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.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.8.9</u>	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.8.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropriate, complex informational texts	10	Develop a literacy identity that pro- motes lifelong learning.
	independently and proficiently.		HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

P

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	PROGRESSION			1	Recognize that text is anything that
	RI.7.1	RI.8.1	RI.9-10.1	-	communicates a message.
	Cite several pieces of textual evidence to support analysis of what the text says explicitly	Cite relevant textual evidence to support analysis of what the text says explicitly as well as	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as infer-	2	Employ, develop and refine schema to understand and create text.
	as well as inferences drawn from the text.	inferences drawn from the text.	ences drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp CITE RELEVANT TEXTUAL EVIDEN		MAROON (CAPS) = CONTENT e text says explicitly as well as infer-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ences drawn from the text.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
>	2. Students will determine centr	-	ATIONAL TEXT development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.7.2	RI.8.2	RI.9-10.2	,	share with others.
	Determine central ideas of a text, and analyze their devel- opment through citing textual evidence, paraphrasing or	Determine central ideas of a text, and analyze how they are developed through relation- ships of key details, citing textu-	Determine central ideas of a text, and analyze in detail their development over the course of the text, including how they emerge and are shaped and	8	Engage in specialized, discipline- specific literacy practices.
	summarizing.	al evidence, paraphrasing or summarizing.	refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.2	2		
		prehension Purple (bold) = Analysis text, and analyze how they are deve	MAROON (CAPS) = CONTENT eloped through relationships of key de-	10	Develop a literacy identity that pro- motes lifelong learning.
	tails, citing textual evidence, par				HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

-					
		PROGRESSION		1	Recognize that text is anything that
	RI.7.3	RI.8.3	RI.9-10.3	-	communicates a message.
	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or cate- gories to make connections among and distinctions be-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made,	2	Employ, develop and refine schema to understand and create text.
		tween ideas over the course of a text.	how they are introduced and devel- oped and the connections that are drawn between them.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.8.3	3		Utilize receptive and expressive lan-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
	Analyze how an author uses CC	MPARISONS, ANALOGIES OR CATE	GORIES to make connections among and		others and the world.
	distinctions between ideas over	the course of a text.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		
Þ		and phrases as they are used in a t nings, and analyze how specific wor	ext, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.7.4	RI.8.4	RI.9-10.4	7	share with others.
	Determine the meaning of	Determine the meaning of	Determine the meaning of words and		Engage in specialized, discipline-
	words and phrases as they are used in a text, including fig-	words and phrases as they are used in text, including figura-	phrases as they are used in a text, in- cluding figurative, connotative and	8	specific literacy practices.
	urative, connotative and tech-	tive, connotative and technical	technical meanings; analyze the cumu-		
	nical meanings; analyze the	meanings; analyze the impact	lative impact of specific word choices		Apply high level cognitive processes
	impact of word choice on	of specific word choices on	on meaning and tone.	9	to think deeply and critically about
	tone.	meaning and tone.			text.
		MULTIDIMENSIONALITY - RI.8.4			Develop a literacy identity that pro-
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	motes lifelong learning.
		e impact of specific WORD CHOICES	ext, including figurative, connotative and on meaning and TONE.		HOME

	icture of texts including how specif	ic sentences, paragraphs and larger por-	1	Interdisciplinary	
tions of the text relate to each		ie sentences, paragraphs and larger por		Literacy Practices	
RI 7 5	PROGRESSION RI.7.5 RI.8.5 RI.9-10.5				
Analyze the structure an au- thor uses to organize a text, including how the different	Analyze in detail the structure of a specific paragraph in a text, including the role of particular	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or	2	Employ, develop and refine schema to understand and create text.	
sections contribute to the whole and to the develop- ment of the ideas.	sentences in developing and refining a key concept.	larger portions of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
Green (italic) = Com	MULTIDIMENSIONALITY - RI.8.	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
Analyze in detail the STRUCTU	Analyze in detail the STRUCTURE OF A SPECIFIC PARAGRAPH in a text, including the role of particular sen- tences in developing and refining <i>a key concept</i> .				
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				
6. Students will analyze how po		e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.	
RI.7.6	PROGRESSION	RI.9-10.6		.	
Determine an author's per- spective and purpose in a	RI.8.6 Determine an author's perspec- tive and purpose in a text, and	Determine an author's point of view, perspective and purpose in a text, and	8	Engage in specialized, discipline- specific literacy practices.	
text, and analyze how the au- thor distinguishes his or her position from that of others.	analyze how the author acknowledges and responds to conflicting evidence or view- points.	analyze how an author uses rhetoric to advance that point of view or purpose.	9	Apply high level cognitive processes to think deeply and critically about text.	
Green (italic) = Com	MULTIDIMENSIONALITY - RI.8.		10	Develop a literacy identity that pro- motes lifelong learning.	
Determine an author's PERSPEC responds to conflicting eviden		nalyze how the author acknowledges and		HOME	

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. PROGRESSION RI.7.7 RI.8.7 RI.9-10.7

	PROGRESSION				Recognize that text is anything that
	RI.7.7	RI.8.7	RI.9-10.7	1	communicates a message.
	Compare/contrast a print to a non-print version of a text, analyzing each media's por-	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non- print formats, determining which de-	2	Employ, develop and refine schem to understand and create text.
	trayal of the subject and its impact on the audience.	senting particular topics or ide- as.	tails are emphasized in each account.	3	View literacy experiences as transational, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.8. prehension Purple (bold) = Analysis isadvantages of using PRINT AND N		4	Utilize receptive and expressive la guage arts to better understand se others and the world.
	ticular topics or ideas.				Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
			ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	RI.7.8	PROGRESSION RI.8.8	RI.9-10.8	7	Utilize digital resources to learn an share with others.
	Identify and evaluate the ar- gument and specific claims in a text, assessing whether the	Identify and evaluate the argu- ment and specific claims in a text, assessing whether the rea-	Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevancy and suffi-	8	Engage in specialized, discipline- specific literacy practices.
	reasoning is sound and the evidence is relevant and suffi- cient to support the claims.	soning is sound and the evi- dence is relevant and sufficient; recognize when irrelevant evi- dence is introduced.	ciency of the evidence; identify false statements and fallacious reasoning.	9	Apply high level cognitive process to think deeply and critically abou text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.8.8 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
]		MENT and specific CLAIMS in a text want and sufficient; recognize when	, assessing whether the reasoning is n irrelevant evidence is introduced.		HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

2

9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	PROGRESSION				Recognize that text is anything that
	RI.7.9	RI.8.9	RI.9-10.9	1	communicates a message.
	Analyze how two or more au- thors writing about the same topic present key information by emphasizing different evi-	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	2	Employ, develop and refine schema to understand and create text.
	dence or advancing different interpretations of facts.	terpretation.		3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
		MULTIDIMENSIONALITY - RI.8.9			Utilize receptive and expressive
J			NAROON (CAPS) = CONTENT I THE SAME TOPIC, and <i>identify where</i>	4	language arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
10. Students will read, comprehend and analyze complex informational texts independently and proficiently.				6	Collaborate with others to create
		PROGRESSION		_	new meaning.
	RI.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	RI.8.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	RI.9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn and share with others.
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com-	8	Engage in specialized, discipline- specific literacy practices.
·	comprehend and analyze grade -level appropriate, complex informational texts inde-	comprehend and analyze grade- level appropriate, complex infor- mational texts independently.	prehend and analyze grade-level ap- propriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.10			
	By the end of the year, flexibly us		gies (i.e., questioning, monitoring, visu-	10	Develop a literacy identity that pro- motes lifelong learning.
	alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.				HOME

Composition – Grade 8

Text Types and Purposes

	Compose arguments to support claims with clear reasons and relevant evidence.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	
	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and	
	organize the reasons and evidence logically.	
<u>C.8.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
<u>C.8.1</u>	d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	
	e. Establish and maintain a task appropriate writing style.	
	f. Provide a concluding statement or section that supports the argument presented.	
	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and in- formation through the selection, organization and analysis of relevant content.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	
	b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.	
	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotationsor other information and examples.	
<u>C.8.2</u>	d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	f. Establish and maintain a formal style.	
	g. Provide a concluding statement or section that follows from and supports the information or expla- nation presented.	-
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	
	writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

Composition – Grade 8

Text Types and Purposes

	Text Types and Purposes		Recognize that text is anything that			
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	communicates a message.			
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.			
	 Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 		View literacy experiences as transac- tional, interdisciplinary and transfor-			
<u>C.8.3</u>	 Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi- ences, events and/or characters. 		mational. Utilize receptive and expressive lan-			
	d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to an- other and show the relationships among experiences and events.	4	guage arts to better understand self, others and the world.			
	 Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. 		Apply strategic practices, with			
	 Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. 	5	scaffolding and then independently, to approach new literacy tasks.			
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.			
	Production and Distribution of Writing					
<u>C.8.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.			
	Research to Build and Present Knowledge		Engage in specialized, discipline-			
<u>C.8.5</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	8	specific literacy practices.			
	on several sources and generating new avenues for inquiry.		Apply high level cognitive processes			
<u>C.8.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; as- sess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short re- search projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by	9	to think deeply and critically about text.			
	providing in-text and bibliographic MLA or APA citation.		Develop a literacy identity that pro-			
	Range of Writing	10	motes lifelong learning.			
<u>C.8.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME			
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1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

				Recognize that text is anything that
 	PROGRESSION		1	communicates a message.
C.7.1	C.8.1	C.9-10.1		
Compose arguments to support	Compose arguments to support	Compose arguments to support	2	Employ, develop and refine schema
claims with clear reasons and	claims with clear reasons and	claims in an analysis of substantive	2	to understand and create text.
relevant evidence.	relevant evidence.	topics or texts, using valid reasoning and relevant and sufficient evi- dence.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Produce clear and coherent writing in which the devel- opment, organization and 	a. Produce clear and coherent writing in which the develop-	 a. Produce clear and coherent writing in which the develop- ment, organization and style are 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
style are appropriate to task, purpose and audi- ence.	ment, organization and style are appropriate to task, pur- pose and audience.	appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce claim(s), acknowledge opposing 	 b. Introduce claim(s), acknowledge and distinguish 	 b. Introduce precise claim(s), dis- tinguish the claim(s) from alter- 	6	Collaborate with others to create new meaning.
claims and counter/refute them and organize the rea- sons and evidence logically.	opposing claim(s) and coun- ter/refute them, and organ- ize the reasons and evidence	nate or opposing claims and cre- ate an organization that estab- lishes clear relationships among	7	Utilize digital resources to learn and share with others.
	logically.	claim(s), counterclaims, reasons and evidence.	8	Engage in specialized, discipline- specific literacy practices.
 Support claim(s) with logi- cal reasoning and relevant evidence, using accurate, credible sources and 	c. Support claim(s) with logical reasoning and relevant evi- dence, using accurate, credi-	c. Develop claim(s) and counter- claims fairly, supplying evidence for each while pointing out the	9	Apply high level cognitive processes to think deeply and critically about text.
demonstrating an under- standing of the topic or text.	ble sources and demon- strating an understanding of the topic or text.	strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	10	Develop a literacy identity that pro- motes lifelong learning.
		concerns.		HOME

PROGRESSION Interdisciplinary						
C.7.1	C.8.1	C.9-10.1		Literacy Practices		
 d. Use transitions to create cohesion and clarify the relationships among claims. 	 d. Use transitions to create cohesion and clarify the relation-ships among claim(s), counter-claims, reasons and evidence. 	 Link the major sections of the text cohesively, and clarify the relationships. 	1	Recognize that text is anything that communicates a message.		
e. Establish and maintain a	e. Establish and maintain a task	e. Establish and maintain a task	2	Employ, develop and refine schema to understand and create text.		
task appropriate writing style.	appropriate writing style.	appropriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
f. Provide a concluding statement or section that	 f. Provide a concluding state- ment or section that supports 	 f. Provide a concluding state- ment or section that follows 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
supports the argument presented.	the argument presented.	from and supports the argu- ment presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
 g. With some guidance, de- velop and strengthen writing as needed by plan- 	 g. With some guidance, develop and strengthen writing as needed by planning, revising, 	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or	6	Collaborate with others to create new meaning.		
ning, revising, editing, re- writing or trying a new approach, focusing on	editing, rewriting or trying a new approach, focusing on how well purpose and audi-	trying a new approach, focus- ing on addressing what is most significant for a specific pur-	7	Utilize digital resources to learn and share with others.		
how well purpose and au- dience have been ad-	ence have been addressed.	pose and audience.	8	Engage in specialized, discipline- specific literacy practices.		
dressed.			9	Apply high level cognitive processes to think deeply and critically about text.		
			10	Develop a literacy identity that pro- motes lifelong learning.		
				HOME		

MULTIDIMENSIONALITY - C.8.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose ARGUMENTS to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- **b.** Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
- *c.* Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and *demonstrating an understanding of the topic or text.*
- *d.* Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that supports the argument presented.
- g. With some guidance, 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.

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

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2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

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	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.7.2	C.8.2	C.9-10.2		communicates a message.
Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts	Compose informative and/or ex- planatory texts to examine and con- vey complex ideas, concepts and	2	Employ, develop and refine schema to understand and create text.
cepts and information through the selection, organization and analysis of relevant content.	and information through the se- lection, organization and analysis of relevant content.	information clearly and accurately through the effective selection, or- ganization and analysis of content.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce clear and coher- ent writing in which the development, organization 	 a. Produce clear and coherent writing in which the develop- ment, organization and style 	 a. Produce writing in which the development and organization are appropriate to task and pur- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
and style are appropriate to task, purpose and audi- ence.	are appropriate to task, pur- pose and audience.	pose.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce a topic clearly; organize ideas, concepts and information, using 	 b. Introduce a topic clearly; organize ideas, concepts and information into broader 	 b. Introduce a topic; organize complex ideas, concepts and information to make important 	6	Collaborate with others to create new meaning.
strategies such as defini- tion, classification, compar- ison/contrast and	s defini- n, compar-categories; include for- matting, graphics and multi- include formatting, graphics and multimedia when useful to aidingconnections and distinctions; include formatting, graphics and multimedia when useful to	7	Utilize digital resources to learn and share with others.	
effect; include formatting, graphics and multimedia when useful to aiding com- prehension.	comprehension.	aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.
c. Develop the topic with rel- evant facts, definitions, concrete details, quota-	 Develop the topic with rele- vant, well-chosen facts, defi- nitions, concrete details, 	 c. Develop the topic with well- chosen, relevant and sufficient facts, extended definitions, con- 	9	Apply high level cognitive processes to think deeply and critically about text.
tions or other information and examples.	r information quotations or other infor-	crete details, quotations or oth- er information and examples appropriate to the audience's knowledge of the topic.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION Interdisciplinary						Interdisciplinary	
	C.7.2		C.8.2		C.9-10.2		Literacy Practices
d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	transitions to link the major sections of the text, create co- hesion and clarify the relation-	1	Recognize that text is anything that communicates a message.
					ships among complex ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	e.	Use precise language and do- main-specific vocabulary to manage the complexity of the topic.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
f.	Establish and maintain a formal style.	f.	Establish and maintain a for- mal style.	f.	Establish and maintain a formal style and objective tone while	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			, .		attending to the norms and conventions of the discipline in which they are writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	Provide a concluding state- ment or section that fol- lows from and supports	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	Provide a concluding statement or section that follows from	6	Collaborate with others to create new meaning.
	the information or expla- nation presented.		mation or explanation pre- sented.		and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.
h.	With some guidance, de- velop and strengthen writing as needed by plan-	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	Develop and strengthen writing as needed by planning, revis- ing, editing, rewriting, or trying	8	Engage in specialized, discipline- specific literacy practices.
	ning, revising, editing, re- writing or trying a new ap- proach, focusing on how well purpose and audience		editing, rewriting or trying a new approach, focusing on how well purpose and audi- ence have been addressed.		a new approach, focusing on addressing what is most signifi- cant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	have been addressed.					10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.8.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- *c.* **Develop the topic with relevant** *facts, definitions, concrete details, quotations, or other information and examples.*
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, 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.

	Literacy Practices
1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Interdisciplinary

2

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

Interdisciplinary Literacy Practices

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	1	Recognize that text is anything that communicates a message.		
C.7.3 Compose narratives to develop	C.8.3 Use narratives strategically in	C.9-10.3 Use narratives strategically in oth-	2	Employ, develop and refine schema to understand and create text.
real or imagined experiences or multiple events, memories or ideas, using effective tech- nique, relevant descriptive de-	other modes of writing, utilizing effective technique, well-chosen details and well-structured se- quences for an intended purpose.	er modes of writing, utilizing effec- tive technique, well-chosen details and well-structured sequences for an intended purpose, including but	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
tails and well-structured event sequences.		not limited to introducing an idea and/or supporting a claim.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to 	 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
task, purpose and audi- ence.	pose and audience.	pose and audience. b. Engage and orient the reader	6	Collaborate with others to create new meaning.
 Engage the reader by es- tablishing a context and point of view and introduc- ing a narrator and/or char- 	 Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing 	by setting out a problem, situa- tion or observation, establish- ing one or multiple point(s) of	7	Utilize digital resources to learn and share with others.
acters; organize an event sequence that unfolds nat- urally and logically.	a narrator and/or characters; view and introducing a narra-	tor and/or characters; create a	8	Engage in specialized, discipline- specific literacy practices.
c. Use narrative techniques, such as dialogue, pacing	 c. Use narrative techniques, such as dialogue, pacing, de- 	ences or events. c. Use narrative techniques, such as dialogue, pacing, descrip-	9	Apply high level cognitive processes to think deeply and critically about text.
and description, to develop experiences, events and/or characters.	scription and reflection, to develop experiences, events and/or characters.	tion, reflection and multiple plot lines, to develop experi- ences, events and/or charac-	10	Develop a literacy identity that pro- motes lifelong learning.
		ters.		HOME

		Interdisciplinary		
C.7.3	C.8.3	C.9-10.3		Literacy Practices
 Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to 	 Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show 	 Use a variety of techniques to sequence events so that they build on one another to cre- ate a coherent whole. 	1	Recognize that text is anything that communicates a message.
another.	the relationships among expe- riences and events.		2	Employ, develop and refine schema to understand and create text.
 Use precise words, relevant descriptive details and sen- sory language to capture 	e. Use precise words and phrases, relevant descriptive details and sensory language	 e. Use precise words and phrases, telling details and sensory language to convey a 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
the action and convey experiences and events.	to capture the action and con- vey experiences and events.	vivid picture of the experienc- es, events, setting and/or characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 f. Provide a conclusion that follows from and reflects on the narrated experienc- 	 Provide a conclusion that con- nects the narrative's relevance to the intended purpose of the 	 f. Provide a conclusion that ex- plicitly connects the narra- tive's relevance to the intend- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
es or events.	writing.	ed purpose of the writing.	6	Collaborate with others to create new meaning.
g. With guidance, develop and strengthen writing as need- ed by planning, revising,	g. With guidance, develop and strengthen writing as needed	g. Develop and strengthen writing as needed by plan-	7	Utilize digital resources to learn and share with others.
ed by planning, revising, editing, rewriting or trying a new approach.	rrying a rewriting or trying a new ap- proach. proach, focusing on address-	writing or trying a new ap- proach, focusing on address-	8	Engage in specialized, discipline- specific literacy practices.
		ing what is most significant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.8.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

- Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
- *a.* **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- *d.* Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- *e.* Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
- g. With guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

		PROGRESSION			Recognize that text is anything t
	C.7.4	C.8.4	C.9-10.4	1	communicates a message.
	Use digital resources to create and publish products as well as to interact and collaborate with oth- ers; cite sources using MLA or	ucts as well as to borate with oth-and publish products as well as to interact and collaborate with oth-lish and update individual or shared products, taking advantage of tech-	2	Employ, develop and refine sche to understand and create text.	
	APA format.	format.	formation and to display information flexibly and dynamically. Use a varie- ty of formats to cite sources.	3	View literacy experiences as tran tional, interdisciplinary and tran mational.
1	Green (italic) = Comp Use DIGITAL RESOURCES to create	MULTIDIMENSIONALITY - C.8.4 rehension Purple (bold) = Analysis M and publish products as well as to inte	IAROON (CAPS) = CONTENT eract and collaborate with others; cite	4	Utilize receptive and expressive guage arts to better understand others and the world.
•	sources using MLA or APA format. GUIDING PRINCIPLE FOR COMPOSITION			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		6	Collaborate with others to creat new meaning.	
	PROGRESSION				
	· · ·	C.8.5 Conduct short research projects to	C.9-10.5 Conduct short as well as more sus-	7	Utilize digital resources to learn share with others.
	on several sources and gener- ating additional related, fo- cused questions for further re-	answer a question (including a self- generated question), drawing on several sources and generating new avenues for inquiry.	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	8	Engage in specialized, discipline- specific literacy practices.
	search and investigation.		priate; synthesize multiple sources on the subject, demonstrating under- standing of the subject under investi- gation.	9 Apply high level cognitive to think deeply and critica text.	
	۲	MULTIDIMENSIONALITY - C.8.5		4.0	Develop a literacy identity that p
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	motes lifelong learning.	
J	Conduct short RESEARCH project several sources and generating ne		self-generated question), drawing on		HOME



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

		1	Recognize that text is anything that communicates a message.		
	C.7.6	C.8.6	C.9-10.6		communicates a message.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibil-	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	2	Employ, develop and refine schema to understand and create text.
~	ity and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclu-	source; and, in order to reflect, ana- lyze or complete short research pro- jects, quote or paraphrase the data and conclusions of others, avoiding	usefulness of each source in an- swering the research question; in- tegrate information into the text selectively to maintain the flow of	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sions of others, avoiding plagia- rism by providing in-text and bibliographic MLA or APA cita- tion.		ideas, avoiding plagiarism and fol- lowing a standard format for cita- tion.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.8.6			Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple print and digital sources, using search terms effectively; assess the			5	scaffolding and then independently, to approach new literacy tasks.
	Credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS, while avoiding plagiarism by providing in- text and bibliographic MLA or APA citation.				Collaborate with others to create new meaning.
	GU		7	Utilize digital resources to learn and share with others.	
		nely over extended and shorter time fra	mes for a variety of tasks, purposes		
	and audiences.	PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
	C.7.7	C.8.7	C.9-10.7		
~	Compose routinely over ex- tended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purposes and audienc- es.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	MULTIDIMENSIONALITY - C.8.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 8	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
<u>L.8.1</u>	 In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. 		communicates a message. Employ, develop and refine schema to understand and create text.
<u> </u>			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.8.2</u>	b. Demonstrate appropriate use of an ellipsis to indicate an omission.c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Knowledge of Language	5	Apply strategic practices, with
<u>L.8.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. 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). 		scaffolding and then independently, to approach new literacy tasks.
<u>L.0.5</u>			Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		Utilize digital resources to learn and share with others.
<u>L.8.4</u>	 a. 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. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. 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. 	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.8.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations of words with similar denotations.		HOME

9

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

			Recognize that text is anything that		
	L.7.1	L.8.1	L.9-10.1	1	communicates a message.
	In both written and oral expres- sion: a. Create sentences using cor-	In both written and oral expres- sion: a. Identify verbals correctly	In both written and oral expression: a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
	rectly placed clauses and phrases. b. Demonstrate appropriate use	based on their intended function.b. Demonstrate appropriate use	parallel structure. b. Demonstrate appropriate use of	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
/	 Demonstrate appropriate use of simple, compound, com- plex and compound-complex sentences to signal differing relationships among ideas. 	of verbs in the active and pas- sive voice.	various types of phrases (noun, verb, adjectival, adverbial, parti- cipial, prepositional, absolute) and clauses (independent, de-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood,	pendent; noun, relative, adverbi- al) to convey specific meanings and add variety and interest to writing or presentations.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		while recognizing and cor- recting inappropriate shifts.		6	Collaborate with others to create new meaning.
	N Green (italic) = Compr	AULTIDIMENSIONALITY - L.8.1 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	 In both written and oral expression: a. Identify VERBALS correctly based on their intended function. b. Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE. c. Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITION- AL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts. 			8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

P

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

-	PROGRESSION			1	Recognize that text is anything that
	L.7.2	L.8.2	L.9-10.2	-	communicates a message.
	When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
	of a comma to separate coor- dinate adjectives.	of punctuation to indicate a pause or break.	a semicolon with and without a conjunctive adverb to link two or more closely related independ- ent clauses.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Demonstrate appropriate use of strategies and resources (print and electronic) to iden- 	 Demonstrate appropriate use of an ellipsis to indicate an omission. 	 Demonstrate appropriate use of a colon to introduce a list or quotation. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tify and correct spelling er- rors.	 Demonstrate appropriate use of strategies and resources 	 Demonstrate appropriate use of strategies and resources (print 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		(print and electronic) to iden- tify and correct spelling er- rors.	and electronic) to identify and correct spelling errors.	6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.2 chension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing:			8	Engage in specialized, discipline- specific literacy practices.
		of PUNCTUATION TO INDICATE A PA			Apply high level cognitive processes
	 b. Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct 		9	to think deeply and critically about text.	
	spelling errors.			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSION			1	Recognize that text is anything that
	L.7.3	L.8.3	L.9-10.3	_	communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Apply knowledge of language to un- derstand how language functions in different contexts, to make effective	2	Employ, develop and refine schema to understand and create text.
	 a. Choose language that ex- presses ideas precisely and 	 a. Use verbs in the active and passive voice and in the con- 	choices for meaning or style and to comprehend more fully when read- ing or listening.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	concisely, recognizing and eliminating wordiness and redundancy.	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor	 a. Write and edit work so that it conforms to the guidelines in a 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		or the action, expressing un- certainty or describing a state contrary to fact).	style manual appropriate for the discipline and writing type.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. 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 			9	Apply high level cognitive processes to think deeply and critically about text.
	a state contrary to fact).			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

communicates a message. PROGRESSION L.7.4 L.8.4 L.9-10.4 Employ, develop and refine schema 2 Determine or clarify the meaning Determine or clarify the meaning Determine or clarify the meaning of to understand and create text. unknown and multiple-meaning of unknown and multipleof unknown and multiple-meaning View literacy experiences as transacmeaning words and phrases words and phrases based on words and phrases based on grades 3 tional, interdisciplinary and transforbased on grade 7 reading and grade 8 reading and content, 9-10 reading and content, choosing content, choosing flexibly from an choosing flexibly from an array of flexibly from an array of strategies. mational. array of strategies. strategies. Utilize receptive and expressive lan-4 guage arts to better understand self, others and the world. a. Use context (e.g., the overall a. Use context (e.g., the overall a. Use context (e.g., the overall Apply strategic practices, with meaning of a sentence, parameaning of a sentence or meaning of a sentence or par-5 scaffolding and then independently, agraph; a word's position or graph or text; a word's position paragraph; a word's position to approach new literacy tasks. or function in a sentence) as a or function in a sentence) as a function in a sentence) as a clue to the meaning of a word or clue to the meaning of a word clue to the meaning of a word Collaborate with others to create phrase. or phrase. or phrase. 6 new meaning. Utilize digital resources to learn and b. Identify and correctly use b. Use Greek and Latin affixes b. Use Greek and Latin affixes 7 patterns of word changes that share with others. and roots as clues to the and roots as clues to the indicate different meanings or meaning of a word. meaning of a word. parts of speech. Engage in specialized, discipline-8 specific literacy practices. c. Consult print and digital refc. Consult print and digital referc. Consult general and specialized Apply high level cognitive processes erence materials to find the ence materials to find the reference materials to find the 9 to think deeply and critically about pronunciation and determine pronunciation and determine pronunciation of a word or detext. termine or clarify its precise or clarity the precise meaning or clarity the precise meaning of key words and phrases. of key words and phrases. meaning or its part of speech. Develop a literacy identity that pro-10 motes lifelong learning. HOME

Interdisciplinary

Literacy Practices

1

Recognize that text is anything that

			Interdisciplinary		
	L.7.4	L.8.4	L.9-10.4		
	grade-appropriate generalgrade-appropriate generaleral academic andacademic and domain-academic and domain-specificspecific words and		 Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Literacy Practices Recognize that text is anything that communicates a message.
•	gather vocabulary knowledge when considering a word or phrase important to compre-	vocabulary knowledge when considering a word or phrase important to comprehension	speaking and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
	hension or expression.	or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			expression.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - L.8.4 Tehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.			6	Collaborate with others to create new meaning.
	 a. 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. 			7	Utilize digital resources to learn and share with others.
	 b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the pre- cise meaning of key words and phrases. 			8	Engage in specialized, discipline- specific literacy practices.
	d. 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.		9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

2

		Recognize that text is anything that		
L.7.5	L.8.5	L.9-10.5	1	communicates a message.
Demonstrate understanding of figurative language, word rela- tionships and nuances in word	Demonstrate understanding of figurative language, word relation- ships and nuances in word mean-	Demonstrate understanding of fig- urative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
meanings.a. Interpret figurative language,	a. Interpret figurative language,	a. Interpret figures of speech in	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
including but not limited to allusions, in context.	including but not limited to irony, in context.	context, including but not lim- ited to euphemism and oxymo- ron, and analyze their rhetorical function in the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 Use the relationship between particular words to improve understanding. 	 Use the relationship between particular words to better un- derstand each of the words. 	 Analyze nuances in the meaning of words with similar denota- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
c. Distinguish among the conno- tations of words with similar	c. Distinguish among the conno- tations of words with similar	tions.	6	Collaborate with others to create new meaning.
	denotations.		7	Utilize digital resources to learn and share with others.
Green (italic) = Compr			8	Engage in specialized, discipline- specific literacy practices.
 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to IRONY, in context. b. Use the relationship between particular words to better understand each of the words. 				Apply high level cognitive processes to think deeply and critically about text.
c. Distinguish among the CONN	DTATIONS of words with similar DEN	NOTATIONS.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME