Reading Standards for Literature - Grade 8

Key Ideas and Details

RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

Craft and Structure

RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

Integration of Knowledge and Ideas

RL.8.7	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.
RL.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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 from the text.	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 inferences drawn from the text.

MULTIDIMENSIONALITY - RL.8.1

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

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.

PROGRESSIONS

RL.7.2	RL.8.2	RL.9-10.2
Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting, and plot, citing textual evidence, paraphrasing or summarizing.	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 and refined by specific details.

MULTIDIMENSIONALITY - RL.8.2

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

Determine THEMES **of a text, and analyze how they are developed through relationships of characters, setting and plot**, *citing textual evidence, paraphrasing or summarizing.*

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.7.3	RL.8.3	RL.8.3
Analyze how particular elements of a story or drama influence 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 a decision.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

MULTIDIMENSIONALITY - RL.8.3

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

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.**

GUIDING PRINCIPLE FOR READING LITERATURE

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.

PROGRESSION

RL.7.4	RL.8.4	RL.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

MULTIDIMENSIONALITY - RL.8.4

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 connotative meanings; analyze the impact of specific** WORD CHOICES **on meaning and** TONE, including but not limited to ANALOGIES or ALLUSIONS to other texts.

289

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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 structure of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

MULTIDIMENSIONALITY - RL.8.5

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

Compare/contrast *the structure of two or more texts* **and analyze how the differing** STRUCTURE OF EACH 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

RL.7.6	RL.8.6	RL.9-10.6
Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.

MULTIDIMENSIONALITY - RL.8.6

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

Analyze characters' and readers' PERSPECTIVES **and** *how the differences* **create effects,** including but not limited to SUSPENSE, HUMOR AND EMPATHY.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary Literacy Practices	
7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			1	Recognize that text is anything that communicates a message.
PROGRESSION			2	Employ, develop and refine schema to understand and create text.
RL.7.7	**RL.8.7**	**RL.9-10.7**	3	View literacy experiences as transactional, interdisciplinary and transformational.
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	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.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
MULTIDIMENSIONALITY - RL.8.7			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT			6	Collaborate with others to create new meaning.
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.
GUIDING PRINCIPLE FOR READING LITERATURE			8	Engage in specialized, discipline-specific literacy practices.
8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.			9	Apply high level cognitive processes to think deeply and critically about text.
PROGRESSION			10	Develop a literacy identity that promotes lifelong learning.
RL.7.8	**RL.8.8**	**RL.9-10.8**	**HOME**	
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)		
MULTIDIMENSIONALITY - RL.8.8				
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT				
(Not applicable to literature)				

GUIDING PRINCIPLE FOR READING LITERATURE

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

RL.7.9	RL.8.9	RL.9-10.9
Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	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.	Analyze how an author draws on and transforms source material in a specific work.

MULTIDIMENSIONALITY - RL.8.9

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 rendered new*.

GUIDING PRINCIPLE FOR READING LITERATURE

10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION

RL.7.10	RL.8.10	RL.9-10.10
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 read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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 read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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 read**, *comprehend* and **analyze** GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS **independently and proficiently**.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 8

Key Ideas and Details

RI.8.1 — Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 — Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

RI.8.3 — Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

Craft and Structure

RI.8.4 — Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.

RI.8.5 — Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 — Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7 — Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.

RI.8.8 — 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.

RI.8.9 — Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10 — 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 read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.7.1	RI.8.1	RI.9-10.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 inferences drawn from the text.

MULTIDIMENSIONALITY - RI.8.1

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

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 INFORMATIONAL TEXT

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

PROGRESSION

RI.7.2	RI.8.2	RI.9-10.2
Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	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 refined by specific details.

MULTIDIMENSIONALITY - RI.8.2

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

Determine CENTRAL IDEAS of a text, and **analyze how they are developed through relationships of** *key details, citing textual evidence, paraphrasing or summarizing*.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

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

RI.7.3	RI.8.3	RI.9-10.3
Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	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, how they are introduced and developed and the connections that are drawn between them.

MULTIDIMENSIONALITY - RI.8.3

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

Analyze how an author uses COMPARISONS, ANALOGIES OR CATEGORIES *to make connections among and distinctions between ideas over the course of a text.*

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.7.4	RI.8.4	RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

MULTIDIMENSIONALITY - RI.8.4

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

Determine the meaning of words and phrases as they are used in text, including **figurative, connotative** and *technical* **meanings; analyze the impact of specific** WORD CHOICES **on meaning and** TONE.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			Interdisciplinary Literacy Practices	
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.			**1**	Recognize that text is anything that communicates a message.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.7.5	RI.8.5	RI.9-10.5
Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	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.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

MULTIDIMENSIONALITY - RI.8.5

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

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.7.6	RI.8.6	RI.9-10.6
Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

MULTIDIMENSIONALITY - RI.8.6

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

Determine an author's PERSPECTIVE *and* PURPOSE *in a text, and* **analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT	Interdisciplinary Literacy Practices

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
Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

MULTIDIMENSIONALITY - RI.8.7

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

Evaluate the advantages and disadvantages of using PRINT AND NON-PRINT FORMATS **for presenting particular** *topics or ideas*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.7.8	RI.8.8	RI.9-10.8
Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	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.	Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

MULTIDIMENSIONALITY - RI.8.8

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

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*.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			Interdisciplinary Literacy Practices	
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.			**1**	Recognize that text is anything that communicates a message.

PROGRESSION

RI.7.9	RI.8.9	RI.9-10.9
Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or interpretation.	Analyze documents of historical and literary significance, including how they address related themes and concepts.

MULTIDIMENSIONALITY - RI.8.9

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

Analyze TWO OR MORE TEXTS WITH CONFLICTING INFORMATION ON THE SAME TOPIC, and *identify where the texts disagree in fact or interpretation*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

PROGRESSION

RI.7.10	RI.8.10	RI.9-10.10
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 read, comprehend and analyze grade-level appropriate, complex informational texts inde-	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 read, comprehend and analyze grade-level appropriate, complex informational texts independently.	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 read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.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 read,** *comprehend* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Composition – Grade 8

Text Types and Purposes

C.8.1

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.

C.8.2

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 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.

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 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.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Composition – Grade 8

Text Types and Purposes

C.8.3 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.

Production and Distribution of Writing

C.8.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

Research to Build and Present Knowledge

C.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

C.8.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the 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.

Range of Writing

C.8.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION			Interdisciplinary Literacy Practices	
1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			**1**	Recognize that text is anything that communicates a message.
PROGRESSION			**2**	Employ, develop and refine schema to understand and create text.
C.7.1	**C.8.1**	**C.9-10.1**	**3**	View literacy experiences as transactional, interdisciplinary and transformational.
Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**4**	Utilize receptive and expressive language arts to better understand self, others and the world.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are 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 claims and counter/refute them and organize the reasons and evidence logically.	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.	b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.	**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.
c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**9**	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
			HOME	

C.7.1	C.8.1	C.9-10.1
d. Use transitions to create cohesion and clarify the relationships among claims.	d. Use transitions to create cohesion and clarify the relationships among claim(s), counter-claims, reasons and evidence.	d. Link the major sections of the text cohesively, and clarify the relationships.
e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.
f. Provide a concluding statement or section that supports the argument presented.	f. Provide a concluding statement or section that supports the argument presented.	f. Provide a concluding statement or section that follows from and 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.	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.	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

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.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION			Interdisciplinary Literacy Practices	
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.				

PROGRESSION			**1**	Recognize that text is anything that communicates a message.
C.7.2	**C.8.2**	**C.9-10.2**	**2**	Employ, develop and refine schema to understand and create text.
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.	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.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.	**3**	View literacy experiences as transactional, interdisciplinary and transformational.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce writing in which the development and organization are appropriate to task and purpose.	**4**	Utilize receptive and expressive language arts to better understand self, others and the world.
			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 strategies such as definition, classification, comparison/contrast and effect; include formatting, graphics and multimedia when useful to aiding comprehension.	b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.	b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.	**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.
c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	**9**	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
			HOME	

Interdisciplinary Literacy Practices

C.7.2	C.8.2	C.9-10.2		Interdisciplinary 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.	1	Recognize that text is anything that communicates a message.
			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 domain-specific vocabulary to manage the complexity of the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
f. Establish and maintain a formal style.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style and objective tone while 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.
			6	Collaborate with others to create new meaning.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline-specific literacy practices.
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.	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.	h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing 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 promotes lifelong learning.

HOME

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.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

PROGRESSION

C.7.3	C.8.3	C.9-10.3
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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 establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	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.	b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) 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 and description, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

C.7.3	C.8.3	C.9-10.3	Interdisciplinary Literacy Practices	
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	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.	d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	1	Recognize that text is anything that communicates a message.
			2	Employ, develop and refine schema to understand and create text.
e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.	e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.	f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	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 promotes lifelong learning.
			HOME	

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.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION	Interdisciplinary Literacy Practices

GUIDING PRINCIPLE FOR COMPOSITION

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

PROGRESSION

C.7.4	C.8.4	C.9-10.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

MULTIDIMENSIONALITY - C.8.4

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

Use DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**; *cite sources using MLA or APA format.*

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.7.5	C.8.5	C.9-10.5
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

MULTIDIMENSIONALITY - C.8.5

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

Conduct short RESEARCH **projects to answer a question (including a self-generated question),** *drawing on several sources* **and generating new avenues for inquiry.**

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

Interdisciplinary Literacy Practices

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.

PROGRESSION

C.7.6	C.8.6	C.9-10.6
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the 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, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

MULTIDIMENSIONALITY - C.8.6

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

Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the 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.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.7.7	C.8.7	C.9-10.7
Compose routinely over extended 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 audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.8.7

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

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

Language – Grade 8

Conventions of Standard English

L.8.1

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.

L.8.2

When writing:

a. Demonstrate appropriate use of punctuation to indicate a pause or break.
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.

Knowledge of Language

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Use verbs in the active 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).

Vocabulary Acquisition and Use

L.8.4

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.

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.

L.8.5

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.
c. Distinguish among the connotations of words with similar denotations.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.7.1	L.8.1	L.9-10.1
In both written and oral expression:	In both written and oral expression:	In both written and oral expression:
a. Create sentences using correctly placed clauses and phrases.	a. Identify verbals correctly based on their intended function.	a. Demonstrate appropriate use of parallel structure.
b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	b. Demonstrate appropriate use of verbs in the active and passive voice.	b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	

MULTIDIMENSIONALITY - L.8.1

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

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*.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

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

PROGRESSION

L.7.2	L.8.2	L.9-10.2
When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. 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.	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.8.2

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

When writing:

a. *Demonstrate appropriate use* of PUNCTUATION TO INDICATE A PAUSE OR BREAK.

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.*

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.

Interdisciplinary Literacy Practices

PROGRESSION

L.7.3	L.8.3	L.9-10.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	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).	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. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

MULTIDIMENSIONALITY - L.8.3

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

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).**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes 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.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

PROGRESSION

L.7.4	L.8.4	L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
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.	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.	a. Use context (e.g., the overall meaning of a sentence, paragraph or text; 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.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

HOME

L.7.4	L.8.4	L.9-10.4
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.	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.	e. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MULTIDIMENSIONALITY - L.8.4

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

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**.

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.

Interdisciplinary 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

Interdisciplinary Literacy Practices

PROGRESSION

L.7.5	L.8.5	L.9-10.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Interpret figurative language, including but not limited to allusions, in context.	a. Interpret figurative language, including but not limited to irony, in context.	a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
b. Use the relationship between particular words to improve understanding.	b. Use the relationship between particular words to better understand each of the words.	b. Analyze nuances in the meaning of words with similar denotations.
c. Distinguish among the connotations of words with similar denotations.	c. Distinguish among the connotations of words with similar denotations.	

MULTIDIMENSIONALITY - L.8.5

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

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.**

c. **Distinguish among the** CONNOTATIONS **of words with similar** DENOTATIONS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME