North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

English/Language Arts ● Unpacked Content
For the new Common Core standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the Common Core (Standard Course of Study).

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.corestandards.org

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Eighth grade students will analyze a text for a central theme or idea and support their analysis with strong textual evidence. Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read to guide their thinking. For example, students may mark, annotate, or highlight repeated ideas or patterns and inferred meanings as they read. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Work like this may involve students sorting textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme. Once students are able to distinguish between the varying levels of textual strength, they
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	

		move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process. Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. As students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters, setting, and plot. Students may use a *story map* as a guide to outlining the story's thematic development. To master this, students will be able to determine how specific events or dialogue significantly impact the development of a story. Students may demonstrate this

		knowledge by determining critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story. Once students have determined these critical moments, they should be able to explain the cause/effect result in relation to the story's plot or development. To do this work, students may work together in groups and highlight or mark the text those moments and/or scenes which they consider turning points (and explain why).

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Craft and Structure		
4. 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.	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 analogies or allusions to other texts.	To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, creating a 'sub-story' or 'story-within-a-story' and why the author may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the *why* of that inclusion. Essential questions for this discussion may be: Why does the writer relate his or her text to another through analogy or allusion? What purpose does making this text-to-text connection serve? Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer's use of language creates meaning within a text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
6. Assess how point of view or purpose shapes the content and style of a text.	6.Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	For this standard, students will understand

how and why writers construct texts using a variety of structures and how each choice affects the style and meaning of the text. To master this, students must first identify the narrative structures and choice of literary techniques the writer uses in his story. Careful analysis may include examining how chapter titles reflect the central idea or theme, how writers use text layout to affect meaning, and how the length and pace of chapters coincide with the movement of the plot. Once students can identify the structure(s) the writer uses, they should then work to compare and contrast two or more texts with different structures. Students should ask themselves why the writer may have made specific structural choices and how these choices affect the reader's understanding of a text. For example, students may discuss how and why different writers use cliff-hangers to extend the climactic moments of the text. Or, students may observe how one text may begin with a character involved in a flashback, while another text may end a story with one. Students may compare and contrast how each approach affects the story and the reader.

Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the *lens* through which the

		reader is allowed to see the story. To do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what 'they' (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss the techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed to these impressions? Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created from visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image. Furthermore, they may notice that
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	

		particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and alterations. To extend this standard, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting. Eighth grade students will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. To master this, students must first be exposed to a variety of texts of varying formats and time periods that all focus around a common literary theme, such as love, friendship, or perseverance. As students read and discuss these texts, they should consider the author's message about life. Once students have identified an overall theme of a text, they should examine how the writer created that theme. Students should specifically look for patterns of events, conflicts, or character types when choosing evidence of a theme. The final step of this standard involves students looking closely at the genres of

		myths, traditional stories, or religious works and determining how writers modernized their presentation of the theme while still holding true to the characteristics of that genre. As students read these texts, they should note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. "Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range

		of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Eighth grade students will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author's purpose and overall message of the text along with best supporting details that support the meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically, those which directly connect with and uphold the central idea. Once students are able to distinguish between
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.

Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students realize the central idea, they should reflect on how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develops. For example, analysis may include examining a writer's choice of structure, features, and support.

Eighth grade students will analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information. For instance, using graphic organizers, students could read brief pieces that present information using a variety of structures including comparisons,

		analogies, and categories. Students could then reflect on how the writer's choice of structure relates to the overall central idea or purpose. To further explore this concept, students could generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Craft and Structure		
4. 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.	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, including analogies or allusions to other texts.	To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, builds the background knowledge of the reader, and why there are references to different texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose. Once students see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, students should then debate the *why* of that inclusion. Essential questions for this discussion may include: Why does the writer relate his or her text to another through analogy or allusion? What purpose does making this text-to-text connection serve? Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. Students will understand how writers go
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	

		about crafting paragraphs in order to build meaning. They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Examples include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph. Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures. Students will recognize how an author's perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students' analysis may also focus on examining the author's tone, word choice, and use of persuasive language.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students will understand how the use of varying mediums may reinforce or distract readers from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to the intended audience. Work like this may include examining multiple mediums of text focused around the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect on how effective that medium expresses the message and reaches the intended audience.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Eighth grade students will dissect the argument presented in a text and analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker's overall topic is to that piece of

		evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study, or speakers use weaker evidence to discredit oppositions. Eighth grade students will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. This work may include examining argumentative/evaluative texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer's overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument, or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this standard may include seminars and debates as well as reflections.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

		"Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Students must be able to construct a particular claim based on an issue within a text, consider all counterclaims, and then search for textual evidence to support the claims in a persuasive manner. Work may include examining a literary text or closely reading articles/journals and other sources identified as legitimate or not, depending on the assignment. Once students have established a strong foundation in the defining features of editorials, including controversial topics, structures, and word choice, they are then prepared to create their own editorials. Instruction may focus on how to recognize and *use* evidence from the text in order to prove a given claim, in a 'voice' that is both authoritative and rational. In effect, students will then, in proper order, logically tie all claims/counterclaims, evidence, and closing remarks together to produce a well-supported argument.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g.,	Eighth grade students are expected to focus their writing on thoroughly describing or explaining a topic. To master this, students

	headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	may choose to examine informative/explanatory texts such as content textbooks, articles, and descriptive guides. Once students are able to identify the defining elements of this specific writing genre, such as the diverse types of information and how each can be organized, they are ready to apply the knowledge they gained as a reader, and approach the same information as a writer. Teachers may choose to create cross-curricular links by encouraging students to explore topics from their content area classes. Instruction may focus on how to choose a text structure, how to create language that is appropriate to one's audience, and how to assume a formal tone.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words,	Students are expected to apply the narrative plot structure to a real or imagined story. Students' writing should demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers. This includes students developing a personal narrative focused around a significant moment in their life. As students build their story, they may choose to use a variety of brainstorming techniques, such as character maps and plot maps, to ensure their writing is well-organized.

	phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Instruction may focus on how to reveal character traits, how to create suspense or conflict, and how to weave in reflection that links back to the central meaning or theme.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	To demonstrate understanding, students may first practice identifying defining characteristics of argumentative, informative/evaluative, and narrative writing. Students may benefit from anchor charts that serve as reminders for each genre. As students approach these categories of writing, they may receive additional instruction on how to effectively approach their specific task, purpose, and audience. Instruction may focus on choosing a text structure or format, using language that is precise and powerful, and creating a tone that is appropriate for one's audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Through a variety of groupings, students will understand how the writing process is applied in order to craft a well-written piece that is suited for purpose and audience. Examples include small-group instruction on generating ideas, whole-class mini-lessons on drafting techniques, one-on-one revising conferences, and partner or self-editing checklists. With each step, students may be encouraged to view their writing from the

		vantage point of their audience in order to determine the effectiveness of their words, organization, etc.
		Students should demonstrate their ability to use technological resources to enhance the overall quality, production, and publication of their writing. To achieve this, students may use technology to broaden their research base, give and receive feedback, and seek out authentic publishing opportunities. For instance, students may use wiki pages as virtual conferencing tools to provide feedback and support as writers. In addition, students may use technology to explore online publishing opportunities, such as slideshow sharing, book-making, and virtual journal submissions.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Eigth grade Students will explore inquiry topics through short research projects. This work may begin with student-generated questions focused around areas of interest or content studies. Students may need guidance on determining which questions require researching and synthesizing information from several sources. Instruction may include developing research questions, determining key words or topics for each question, conducting research, and synthesizing multiple sources of information.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and	Students must be able to correctly incorporate information from a variety of credible and reliable sources when writing. To achieve this, students may be exposed to a range of sources in order to analyze the quality of information presented. Lessons for this standard may include recognizing bias and the importance of fact checking through consulting multiple sources. When incorporating this information into their own writing, students should practice with standard citations and proper paraphrasing.

		evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Students will use their understandings from literary and literary nonfiction texts to support their writing. For a literary text, students may reference patterns of events, conflicts, or character types as evidence of their analysis and determination of theme(s) presented. When writing about literary nonfiction texts, students may cite claims, facts, and evidence outlined in the text. To master this standard, students will need to evaluate evidence based on the strength of its connection to the text's overall theme or central idea. Instruction may involve modeling of the thought process writers undergo as they work to support and elaborate upon their ideas through textual evidence.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	To become skilled writers, students must practice writing in a myriad of situations. Writing assignments should be woven naturally and routinely into instructional lessons. Writing opportunities may include warm-up assignments that activate prior knowledge, longer writing assignments that involve the writing process, and reflections that serve as both checks for introspection and understanding.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Comprehension and Collaboration		
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Eighth grade students will work together in groups in an effort to collaborate and 'bounce ideas' off one another on various issues within a text, in order to reach a common understanding. To show mastery, students may participate in activities including book clubs, Socratic seminars, and philosophical chairs. To prepare for discussions and debates such as these, students must read a text closely and with predetermined purpose(s). Students then come together, under the guidelines of a specific structure, and probe for deeper meanings beneath the text. They should ask pointed questions, *actively* listen for and gauge other students' responses, and reflect on and re-evaluate their initial belief or stance. This process encourages students to practice skills such as active listening, connecting to others' ideas, and seeking to construct a higher truth or synthesis on whatever topic of discussion/debate is at hand.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Students will learn to consider the author's purpose for writing and any underlying motives or even biases. To create this understanding, students may be exposed to a variety of media, including campaign speeches, government initiatives, and consumer advertisements. As students view or listen to these texts, they should first consider the writer's message. Discussions about choice of language, image, and tone could all help students to determine the overall message. Students may then contemplate the writer's audience by analyzing language, content, and environment. Once students have determined a writer's message and audience, they are prepared to look for any underlying motives. Students may look at how writers manipulate situations or language in order to achieve their purpose.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
		This standard requires eighth grade students to evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. One way to approach this is through analyzing a number of debates. For example, as students listen to a debate, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the

		speaker's overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having the original studies explained or speakers use weaker evidence to discredit oppositions.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Eighth grade students will present logical and reasonable evidence that supports an argument, stance, or position. When students present their information, they will use effective practices in order to engage their audience. Activities may include preparing argumentative speeches on topics of interest such as school reform or rights of teenagers. Students will then choose evidence to build an argument for their position. To do this, students should first consider the interests and biases of their audiences (or opponents) and based on this, learn how to anticipate their opponent's counter-argument, in order to better build their own. Students may use graphic organizers when drafting their arguments to increase the clarity of their piece. Finally, students should be encouraged to practice their speech prior to presenting. Becoming familiar with the text is key; this will aid students in establishing and maintaining eye contact with the audience. Students will also want to pay attention to their pacing and volume in order to best reach their intended audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

		Students will consider the most effective way to present information that supports the purpose of their text as well as engages their audience. Examples include requiring students to examine a variety of visual text features and media usage, such as graphs and sound effects. For each feature, students should describe the information presented, determine the feature's overall purpose, and analyze how effectively the feature communicates information to the reader. As the features are examined, students may contribute their findings to a collective bank of ideas (perhaps a word wall or wiki). As students produce texts, they can use these resources in order to determine which tools best fit their audience and purpose.
		To master this, students must be able to determine language that is appropriate and effective when addressing a variety of audiences and purposes. One strategy for experimenting with this skill is through the use of assignments that encourage students to manipulate their language based on context. For instance, students may draft speeches to be delivered to their fellow classmates. To further explore this standard, students would then manipulate their language in order to reach a new audience, such as their school's

		administrators or school board, with their speech. This activity may be repeated by altering a student's role within the context. As students create these pieces, feedback from teachers, peers, and other reviewers will allow them to reflect on their use of language and make adaptations in order to fit their context.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. Eighth grade students will understand how grammatical conventions and usage effectively communicate meaning to the reader or listener. To understand this, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language. Work like this might include reviewing examples and non-examples of appropriate verb usage, examining how word choice transforms the meaning of a text, and participating in editing sessions where knowledge of this standard can be applied.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	

		Students will be able to use standard conventions to purposefully communicate intention and meaning with their reader. One way to approach this learning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and incidental encounters. Once students have been exposed to varied examples, they should apply their learning to their own writing. In addition, the study of word patterns and commonly misspelled words may also support students' spelling abilities.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 8

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	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).	Eighth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. Students may approach this standard by first manipulating a text by experimenting with verb usage. For instance, groups of students may be assigned specific forms to use in their re-writes; one group may translate all active verbs into the passive voice while another experiments with incorporating subjunctive structures into the writing. Groups may then share their results as a whole class or through a jigsaw approach. Students should then reflect individually on the effect each transformation had on the overall meaning of the text as well as their impressions as a reader. Once students have synthesized their understandings from this activity, they may then be asked to apply this skill to their own writing through a similar re-writing process.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
	Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. 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 common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Eighth grade students will use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked routinely to apply their knowledge in authentic reading, writing, and speaking contexts. Students will understand the nuanced, unspoken, and non-literal meanings of language. Based on their language background, students may require frequent exposures to and explanations of language such as idioms, puns, and irony. In addition, students may benefit from participating in activities that require them

5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following activities students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. 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.	General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk), and they are highly transferable. "Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge they are more common in informational text." (CCSS, Appendix A, pg. 33) To be successful, eighth grade students will effectively understand and apply conversational, academic, and content-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups

		and the editing of their own writing. Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include the "breaking down" of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Finally, content-specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students will need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.