

## TN ELA Standards Guide Grade 8

### Language Standards

The language standards are fundamentally about the effective use of language in speaking and writing. It is critical that students recognize the connection between the use of language and its impact on meaning. In other words, grammar is not simply an abstract set of rules that governs communication but is rather a powerful tool by which a person can communicate meaning to others in impactful ways.

For each standard, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

<b>Standard 8.L.CSE.1</b>		
<p><b>8.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. When reading or listening, analyze the use of phrases and clauses within a larger text.</li> <li>b. When reading or listening, explain the function of verbs.</li> <li>c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers.</li> <li>d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</li> <li>e. When writing or speaking, produce and use varied voice and mood of verbs.</li> </ul>		
<b>Category: Conventions of Standard English</b>		
<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• When writing or speaking, <i>explain the function of</i> standard English grammar and usage conventions.</li> <li>• When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively.</li> </ul> <p>There are three parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Producing compound-complex sentences with effectively placed modifiers</li> <li>• Explaining the function of the voice and the mood of a verb and its application</li> <li>• Producing and using varied voice and mood of verbs</li> </ul>	<p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p> <p><b>clause</b> - a group of words containing a subject and a predicate</p> <p><b>sentence structures:</b></p> <ul style="list-style-type: none"> <li>• <b>simple</b> - one independent clause</li> <li>• <b>complex</b> - an independent clause and at least one dependent clause</li> <li>• <b>compound</b> - two independent clauses linked by a conjunction</li> <li>• <b>compound-complex</b> - two or more independent clauses and at least one dependent clause</li> </ul>	<p><b><i>In reading tasks:</i></b> Students may read an informational text and highlight each verb within it. Then, students may identify which verbs contribute the most to the text’s meaning or purpose and explain how the verbs do so, including the role of the verb’s voice and mood.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work together in groups to vary the voice and mood of verbs in the text and then discuss how the changes impact the text’s meaning and purpose.</p> <p><b><i>In writing tasks:</i></b> Students may write an original text in active voice, then rewrite the same text using passive voice. Students could analyze their texts and determine how the change in voice refocuses the subject of the text.</p>

	<p><b>modifiers</b> - a word, phrase, or clause that adds to or qualifies the meaning of another word, phrase, or clause</p> <ul style="list-style-type: none"><li>• <i>misplaced modifier</i> - modifies a word or phrase other than the one it is intended to modify</li><li>• <i>dangling modifier</i> - intended to modify a word, phrase, or clause that is implied but never actually stated</li></ul> <p><b>verb voice</b> - indicates whether a sentence's subject is acting or being acted upon</p> <ul style="list-style-type: none"><li>• <i>active</i> - the subject of the sentence performs the action expressed in the verb</li><li>• <i>passive</i> - the subject of the sentence receives the action expressed in the verb</li></ul> <p><b>verb mood</b> - indicates the attitude with which a statement is made</p> <ul style="list-style-type: none"><li>• <i>indicative</i> - used to state a fact or opinion</li><li>• <i>imperative</i> - used to express a command or request</li><li>• <i>interrogative</i> - used when in a state of questioning</li><li>• <i>subjunctive</i> - used to express a condition contrary to fact</li><li>• <i>conditional</i> - used to describe a condition that is currently not real, but would need to become real in order for the independent clause to come true</li></ul>	
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**Cornerstone Standard for L 1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
8	<b>8.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> <li>a. When reading or listening, analyze the use of phrases and clauses within a larger text.</li> <li>b. When reading or listening, explain the function of verbs.</li> <li>c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers.</li> <li>d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</li> <li>e. When writing or speaking, produce and use varied voice and mood of verbs.</li> </ol>
7	<b>7.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> <li>a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers.</li> <li>b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.</li> </ol>

**Standard 8.L.CSE.2**

**8.L.CSE.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

**Category: Conventions of Standard English**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• When writing or speaking, <i>explain the function of</i> standard English capitalization, punctuation, and spelling conventions.</li> <li>• When writing or speaking, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Explaining the function of punctuation in creating sentence variety and style</li> </ul>	<p>No terms need defining for this standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read a pair of content-related texts, including one that utilizes shorter, simpler sentences and one that uses more complex sentence structure. While reading, they may use a graphic organizer to keep track of differences in style between the two texts in terms of sentence construction.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may use their graphic organizer that analyzes varying sentence structures and variety to discuss the differences between the texts. They could be prompted to talk about why certain authors choose to punctuate in certain ways and how those conventions create and impact meaning.</p> <p><b><i>In writing tasks:</i></b> Students may be given examples of paragraphs or short pieces of text with simple, choppy sentence structure and prompted to revise those passages into more complex, compound structures and vice versa. They could also be given a writing prompt where consideration of this standard is a specific grading component.</p>

**Cornerstone Standard for L 2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
<b>8</b>	<b>8.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.
<b>7</b>	<b>7.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.

Standard 8.L.KL.3		
8.L.KL.3 - When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.		
Category: Knowledge of Language		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students use knowledge of language and its conventions to do the following:</p> <ul style="list-style-type: none"> <li>Recognize how language functions in different contexts</li> <li>Make effective choices for meaning and style when writing or speaking</li> <li>Aid comprehension when reading or listening</li> </ul> <p>At this grade level, students should develop proficiency with style:</p> <ul style="list-style-type: none"> <li>When writing and speaking, adjust style and tone as appropriate to task and context. Tasks should present students with a variety of contexts in which to write/speak.</li> <li>When reading or listening, analyze the speaker's or author's style to determine its purpose and effect.</li> </ul> <p>This standard asks students to move beyond mere knowledge of grammar and conventions to make effective choices for meaning and style as appropriate to the context. As students write or speak, they should focus on developing their own voice and using that voice effectively to accomplish the purpose as defined by the task and context.</p>	<p><b>style</b> - author's or speaker's way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject</p>	<p><b>In reading tasks:</b> Students may read excerpts from various types of texts and analyze their literary elements (such as diction, syntax, tone, etc.) to determine what context in which they were written.</p> <p><b>In speaking/listening tasks:</b> Teacher may provide student groups with excerpts from various types of texts. Students take turns reading aloud the excerpts while the other group members analyze the text's literary elements (such as diction, syntax, tone, etc.) to determine what context in which they were written or spoken.</p> <p><b>In writing tasks:</b> Students may be asked to adapt the language or style in a previously written essay or speech to a variety of different contexts</p>

<p>This standard is closely aligned with the following standards as students are adapting language to a variety of contexts:</p> <ul style="list-style-type: none"> <li>• W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• S&amp;L 4: Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>• S&amp;L 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>		
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**Cornerstone Standard for L 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.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.L.KL.3</b> - 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.
<b>8</b>	<b>8.L.KL.3</b> - When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
<b>7</b>	<b>7.L.KL.3</b> - When writing and speaking, choose precise language to express ideas concisely.

**Standard 8.L.VAU.4**

**8.L.VAU.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students determine the meaning of unknown and multiple-meaning words and phrases with the following strategies:</p> <ul style="list-style-type: none"> <li>• Using context clues</li> <li>• Analyzing meaningful word parts</li> <li>• Consulting reference materials</li> </ul> <p>This standard’s language stays the same through grades 6-12; what changes each year is the complexity of the texts to which students apply it.</p> <p>This standard works in tandem with standard RI/RL 4. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text. Standard R 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone.</p>	<p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p> <p><b>morphological</b> - the study of the structure of words, how they are formed, and their relationship to other words; includes the study of parts of words such as stems, root words, prefixes, and suffixes</p> <p><b>etymological</b> - the study of the origin of words and the way in which their meanings have changed throughout history</p>	<p><b><i>In reading tasks:</i></b> When examining a news article, students may determine the meaning of a word based on the context clues contained within the sentence or paragraph. Additionally, a student encountering an unknown word in a text may return, with some guidance, to the Latin root to determine a connection to a more familiar word with the same root.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss the best way to determine the meaning of unknown words and phrases. Students may read a science news article and determine in pairs or groups the meaning of the unknown words, and be able to justify how they determined the meaning.</p> <p><b><i>In writing tasks:</i></b> Students may be asked to incorporate two or three specific newly-learned (Tier 2) words from previous readings and discussion in an essay.</p>



**Cornerstone Standard for L 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.

**Vertical Alignment**

Grade Span	Standard
9-10	<p><b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>
8	<p><b>8.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>
7	<p><b>7.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul>

**Standard 8.L.VAU.5**

**8.L.VAU.5** - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• <i>Explain the function of</i> figurative language, word relationships, and subtle differences in word meanings</li> <li>• <i>Effectively use</i> figurative language, word relationships, and subtle differences in word meanings.</li> </ul> <p>This standard is closely aligned to RL/RI 4 in that it guides students to closely attend to the nuanced meanings of words in texts in order to discern their meaning and impact on the text. As students move toward a deeper understanding of why authors make choices regarding the use of figurative language or choose one word over another word with a similar denotation, students will increasingly be able to make similar choices in their own writing.</p>	<p><b>figurative language</b> - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p><b>word relationships</b> - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p><b>connotation</b> - the idea or feeling elicited by a word, in addition to its literal or primary meaning.</p> <p><b>denotation</b> - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p>	<p><b><i>In reading tasks:</i></b> Students may read a fictional text or poem that incorporates numerous examples of figurative language and uses a graphic organizer to keep track of potential meanings within context.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be prompted to discuss a fictional text or poem they were assigned in a reading activity and discuss in pairs or groups the meanings of important uses of figurative language within the text as well as the impact on the meaning of the text as a whole.</p> <p><b><i>In writing tasks:</i></b> Students could be asked to incorporate figurative language in an inventive way in a narrative or poem or purposefully use a set of words for connotative effect.</p>

**Cornerstone Standard for L 5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.L.VAU.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
<b>8</b>	<b>8.L.VAU.5</b> - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
<b>7</b>	<b>7.L.VAU.5</b> - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

**Standard 8.L.VAU.6**

**8.L.VAU.6** - Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Category: Vocabulary Acquisition and Use**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard encapsulates the end goal of the language standards: students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression.</p>	<p><b>general academic</b> - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p><b>domain-specific</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p>	<p><b><i>In reading tasks:</i></b> Students may read a grade-level text and gather unknown or unfamiliar words and categorize each word as either tier 1, tier 2 or tier 3 onto a graphic organizer. Students may also infer the meaning of each word, prior to confirming its definition.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may share their graphic organizers and discuss how they came to categorize each vocabulary term. In groups, students may highlight high frequency words that appeared on multiple students’ graphic organizers and determine the meaning of those words using a variety of vocabulary acquisition techniques.</p> <p><b><i>In writing tasks:</i></b> Students may respond to a text-based writing prompt using some of the tier 2 and tier 3 words that they encountered from their reading.</p>

**Cornerstone Standard for L 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 post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
9-10	<b>9-10.L.VAU.6</b> - Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8	<b>8.L.VAU.6</b> - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	<b>7.L.VAU.6</b> - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## TN ELA Standards Guide Grade 8

### Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

<b>Standard 8.SL.CC.1</b>		
<b>8.SL.CC.1</b> - Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
<b>Category: Comprehension and Collaboration</b>		
<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Prepare for discussions by gathering textual evidence on the topic or issue</li> <li>• Use preparation to engage in discussions effectively by doing the following:               <ul style="list-style-type: none"> <li>• Building on others' ideas</li> <li>• Expressing one's own ideas clearly and persuasively</li> </ul> </li> </ul> <p>This standard focuses more on the "speaking" element of discourse in that students should be actively participating in the speaking portion of discussions, focusing on communicating ideas clearly and persuasively and citing textual evidence to support their ideas or claims.</p>	<p><b>collaborative discussions</b> - one-on-one, group, and teacher-led discussions</p> <p><b>varied partners</b> - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><b><i>In reading tasks:</i></b> Students may read a fictional text and use a graphic organizer or make annotations about imagery in the story, a potential theme, or possibly a shift in dialogue and tone in preparation for class discussion.</p> <p><b><i>In speaking/listening tasks:</i></b> After reading the fictional text, students may be prompted to discuss the text, using their notes from reading and some guidance from the teacher on accountable discussion methods using student-centered discussion where responses build and springboard from the points of participants.</p> <p><b><i>In writing tasks:</i></b> After having read, annotated or deconstructed a fictional excerpt, and then discussed it, students may be given a prompt to respond to the text by writing an essay that incorporates other students' perspectives.</p>

<p>The intent of this standard is not only to provide students opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate understanding of multiple perspectives. At this level, students should acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
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<b>Cornerstone Standard for SL 1</b>	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.	
<b>Vertical Alignment</b>	
<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.SL.CC.1</b> - Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.
<b>8</b>	<b>8.SL.CC.1</b> - Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
<b>7</b>	<b>7.SL.CC.1</b> - Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**Standard 8.SL.CC.2**

**8.SL.CC.2** - Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.

**Category: Comprehension and Collaboration**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze information in a variety of media formats to determine if it is credible and accurate</li> <li>Integrate information from a variety of media formats into a presentation or class discussion</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li><i>Analyze the purpose of</i> the author’s presentation of information in each format</li> <li><i>Evaluate the motives behind</i> the author’s presentation of information in each media format</li> </ul> <p>Standard SL 2 works in tandem with standard RL/RI 7 as students are analyzing, integrating, and evaluating information presented in a variety of formats.</p> <p>Standard SL 2 is also closely aligned with standard SL 5. Whereas SL 2 focuses on the analysis, evaluation, and discussion of information found in various media formats, SL 5 focuses specifically on students’ use of multimedia in presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>purpose</b> - the reason (explicit or implicit) for writing a text (printed or multimedia)</p> <p><b>diverse media formats</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> <p><b>evaluate</b> - determine the significance, worth, or quality of something</p> <p><b>motives</b> - the reason for a particular action</p> <ul style="list-style-type: none"> <li><b>social</b> - motives such as a need for approval, acceptance, recognition, or achievement</li> <li><b>commercial</b> - motives driven by economic or business concerns, such as profit, status, appearance, or recognition</li> <li><b>political</b> - motives driven by the interests of a particular government or political party</li> </ul>	<p><b>In reading tasks:</b> Students may read a transcript of a speech and then listen to the audio version or read the description of a scientific process excerpted from a news article or science textbook and then compare the text to the same concept from an online video. Students may listen or watch multiple times in order to grasp the information, and they may use a graphic organizer such as a t-chart to compare and contrast similarities and differences between the two.</p> <p><b>In speaking/listening tasks:</b> Students may draw from what they learned in reading, citing evidence in those texts during the discussion. Students may consider the intended audience and purpose of the message in the text. Students could discuss these aspects, as well as how the different media or formats are appropriate to this text, task, topic, or purpose. As the discussion continues, they could be directed in pairs or groups to consider a central idea of the text, with evidence to support it. Ultimately, with some guidance and models of “social, commercial, and political” motives in other texts, they could be directed to determine the motives in a speech or excerpt from a science news article or textbook.</p> <p><b>In writing tasks:</b> After reading and discussion, students may be presented with a different informational text and asked to apply their learning to construct a short expository response analyzing the purpose and audience of the new text, as well as its social, commercial, or political motives.</p>



**Cornerstone Standard for SL 2**

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.SL.CC.2</b> - Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
8	<b>8.SL.CC.2</b> - Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.
7	<b>7.SL.CC.2</b> - Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.

**Standard 8.SL.CC.3**

**8.SL.CC.3** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

**Category: Comprehension and Collaboration**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze an oral presentation of an argument to identify and evaluate the speaker's point of view</li> <li>Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Evaluate the relevance and sufficiency of the evidence</li> <li>Identify use of irrelevant evidence</li> </ul> <p>SL 3 is a parallel standard to RI 8. In SL 3, students are analyzing oral arguments; in RI 8, students are analyzing written arguments.</p> <p>Standard SL 3 also works closely with standards W 1 and 9. When students strengthen their ability to analyze arguments and how they are constructed, they improve their ability to write effective argumentative texts as well.</p>	<p><b>argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>reasons/reasoning</b> - statements of support for claims</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p>	<p><b>In reading tasks:</b> Students may read a transcript of an interview with an author or public figure advancing a certain position and be directed while reading to note the argument and highlight applicable reasons and evidence.</p> <p><b>In speaking/listening tasks:</b> Students may then be prompted to talk about the reasons and evidence used to support any claim. They may then be prompted to discuss and evaluate less important claims. Students may debate whether the claims are sufficiently supported or not.</p> <p><b>In writing tasks:</b> Students may be asked to write a short response to the interview to propose reasoning and evidence that better serves a given claim. Students may apply their learning to a different interview or speech and, in writing, delineate its claim(s), reasons, and evidence.</p>

**Cornerstone Standard for SL 3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.SL.CC.3</b> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
8	<b>8.SL.CC.3</b> - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
7	<b>7.SL.CC.3</b> - Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.

**Standard 8.SL.PKI.4**

**8.SL.PKI.4** - Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Category: Presentation of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Present information clearly, logically and engagingly.</li> <li>• Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Present using <i>relevant</i> evidence, <i>valid</i> reasoning, and <i>well-chosen</i> details</li> </ul> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students analyze oral presentations to determine point of view and the strength of the speaker’s argument; in SL 4, students construct and deliver their own oral presentations in a logical and engaging fashion. These practices work interchangeably to strengthen each other.</p> <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p>	<p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>findings</b> - information that is discovered during an official examination of a problem, situation, or object</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>reasons/reasoning</b> - statements of support for claims</p>	<p><b><i>In reading tasks:</i></b> Students may read and annotate a speech (paying attention to evidence, reasoning, and details) and then analyze the video of the same speech (paying attention to the manner of delivery of the speaker, including eye contact, inflection, and pronunciation).</p> <p><b><i>In speaking/listening tasks:</i></b> Using their analysis of the written text and video, students may work in groups to create a presentation that not only presents the speaker’s claims, reasoning, and evidence, but also evaluates the effectiveness of the speaker’s oral presentation, including eye contact, inflection, and pronunciation.</p> <p><b><i>In writing tasks:</i></b> Using the group presentation that was given to the class, students may be tasked with writing a brief review of the speech and identifying areas wherein the speaker could have strengthened the argument or improved the oral presentation of the argument.</p>

**Cornerstone Standard for SL 4**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.SL.PKI.4</b> - Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.
8	<b>8.SL.PKI.4</b> - Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
7	<b>7.SL.PKI.4</b> - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Standard 8.SL.PKI.5**

**8.SL.PKI.5** - Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.

**Category: Presentation of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Use multimedia to express information clearly and engagingly.</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Use multimedia to <i>strengthen</i> claims and evidence</li> <li>• Use multimedia to add interest</li> </ul> <p>Note the word “strategic” in the Cornerstone standard. Students should not use technology merely for the sake of using technology, but instead select technology that enhances the content of and adds interest to the presentation.</p> <p>SL 5 works in tandem with standard RL/RI 7. In RL/RI 7, students analyze multimedia to determine the impact of the medium on the content presented. In SL 5, students use what they have learned in their multimedia analysis to make decisions of their own regarding how to use a particular medium to enhance an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to task, purpose, and audience, students should utilize technology to enhance and strengthen writing and oral presentations.</p>	<p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p>	<p><b><i>In reading tasks:</i></b> Students may analyze a documentary in print and in film and use a graphic organizer to identify the advantages and disadvantages of each medium in presenting the topic or ideas.</p> <p><b><i>In speaking/listening tasks:</i></b> After analyzing the documentary in each medium, students could use what they have learned in each medium to compose their own multimedia presentation that explains the advantages and disadvantages of each medium in presenting the documentary’s content. Students’ use of multimedia in the presentation should focus on clarifying information and adding interest.</p> <p><b><i>In writing tasks:</i></b> Students could individually plan a presentation. An example of a relevant grade-level presentation might be to adapt an argumentative essay to be presented visually. Students may look back into their research texts to find facts, statistics, or quotes that may be better received by an audience if presented in a visual format. Students may also consider how they wish to present their argument in a way that engages the audience, using multimedia and/or visual resources.</p>

**Cornerstone Standard for SL 5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Vertical Alignment**

Grade Span	Standard
9-10	9-10.SL.PKI.5 - Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
8	8.SL.PKI.5 - Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.
7	7.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.

**Standard 8.SL.PKI.6**

**8.SL.PKI.6.** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Category: Presentation of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Adapt speech as appropriate to the context and task</li> <li>• Use formal English proficiently when indicated or appropriate</li> </ul> <p>An important component of this standard is the practice of code-switching, or alternating between two or more dialects or language varieties as appropriate to the social context or conversational setting.</p>	<p><b>formal English</b> - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting research findings). Formal usage generally consists of coherent organization, complex grammar and syntax, and sophisticated vocabulary. See Language standards 1 and 3 for grade-level expectations.</p>	<p><b><i>In reading tasks:</i></b> Students may analyze a classical drama along with a contemporary adaptation of the drama designed for a different audience. Students may analyze the contemporary author’s language decisions and how they reach the intended audience.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could be tasked with working in groups and acting out scenes from the contemporary adaptation of the play. The teacher may provide students with examples of other audiences and then each group must adapt the language and actions in the play to reach the new audience.</p> <p><b><i>In writing tasks:</i></b> Students may work in groups or pairs to rewrite a scene in a play so that the dialogue matches a specific audience while still maintaining the purpose and tone of the scene.</p>



**Cornerstone Standard for SL 6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Vertical Alignment**

Grade Span	Standard
9-10	9-10.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8	8.SL.PKI.6. - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7	7.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## TN ELA Standards Guide Grade 8

### Writing Standards

#### Standard 8.W.TTP.1

**8.W.TTP.1** - Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s).
- b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- d. Use credible sources and demonstrate an understanding of the topic or source material.
- e. Craft an effective and relevant conclusion that supports the argument presented.
- f. Use precise language and content-specific vocabulary.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use varied sentence structure to enhance meaning and reader interest.
- i. Establish and maintain a formal style.

#### Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write arguments that are text-based, logical, well organized, and fully developed.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li><i>Refute</i> alternate or opposing claim(s); this is also known as a rebuttal</li> </ul> <p>It is important to note the distinction between argumentative and informative (W 2) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p>	<p><b>argument</b> - reasoning that intends to convince by establishing truth.</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>reasons/reasoning</b> - statements of support for claims</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>alternate claims</b> - claims that are different from (but may not necessarily oppose) the claim(s) being proposed in an argument</p> <p><b>opposing claims (aka counterclaims)</b> - claims that rebut the claim(s) being proposed in an argument</p>	<p><b><i>In reading tasks:</i></b> Students may read an argumentative text and annotate the author’s claims, reasons, and evidence. Students may also indicate where the author effectively used transitions and varied sentence structure.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to discuss whether the evidence used in the text is relevant and sufficient to support the claims and whether the reasoning is sound.</p> <p><b><i>In writing tasks:</i></b> Based on the group discussion, students may write an argumentative essay that evaluates each argumentative text based on the relevance and sufficiency of the evidence used and the soundness of the reasoning.</p>

<p>There are several purposes for argumentative writing:</p> <ul style="list-style-type: none"> <li>• To change the reader’s point of view</li> <li>• To call a reader to action</li> <li>• To convince the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem</li> </ul> <p>The sub-standards (a - i) are not intended to constrain argumentative writing to a formula but rather to denote essential elements of effective argumentative writing for this grade level.</p>	<p><b>*rebuttal</b> - a refutation of counterclaims using reasoning and evidence</p> <p><b>content-specific vocabulary</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p><b>style</b> - the writer’s unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in understanding the components of argumentation.</p>	
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**Cornerstone Standard for W 1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Vertical Alignment**

Grade Span	Standard
<p><b>9-10</b></p>	<p><b>9-10.W.TTP.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s).</li> <li>Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> </ol>
<p><b>8</b></p>	<p><b>8.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s).</li> <li>Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).</li> <li>Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>Craft an effective and relevant conclusion that supports the argument presented.</li> <li>Use precise language and content-specific vocabulary.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use varied sentence structure to enhance meaning and reader interest.</li> <li>Establish and maintain a formal style.</li> </ol>
<p><b>7</b></p>	<p><b>7.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s).</li> <li>Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>Craft an effective and relevant conclusion that supports the argument presented.</li> <li>Use precise language and content-specific vocabulary.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use varied sentence structure to enhance meaning and reader interest.</li> <li>Establish and maintain a formal style.</li> </ol>

**Standard 8.W.TTP.2**

**8.W.TTP.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, using the introduction to prepare the reader for what is to follow.
- b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
- e. Craft an effective and relevant conclusion.
- f. Include formatting, graphics, and multimedia when appropriate.
- g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use precise language and domain-specific vocabulary.
- i. Use varied sentence structure to enhance meaning and reader interest.
- j. Establish and maintain a formal style.

**Category: Text Types and Protocol**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Use <i>varied</i> transitions to create clarity and cohesion</li> </ul> <p>It is important to note the distinction between informative and argumentative (W 1) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p>	<p><b>analysis</b> - the critical examination of the components of something to understand its meaning and/or nature as a whole</p> <p><b>cohesion</b> - the quality of being united logically</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> <p><b>transitions</b> - words and phrases that are used to indicate a shift from one topic, idea, etc., to another; also refers to words and phrases that are used to connect one part of a text (sentence, paragraph, section, etc.) to another and that highlight the relationship and/or connection between them</p>	<p><b>In reading tasks:</b> Students may read an article on the role that automobiles have played in American culture over time and how that role may be changing. Students would identify relevant details by marking and annotating in the text areas where the author points out significant ideas or concepts and explains them.</p> <p><b>In speaking/listening tasks:</b> Students discuss in groups their findings from their reading. They could explain in the discussion the importance of the details they marked as support and be able to justify the author's explanation for those details contained within the text.</p> <p><b>In writing tasks:</b> Students write a short expository essay on a topic of their choosing, using the article on automobiles in America as a mentor text. Students could use background knowledge and some brief research to locate information for a selected topic.</p>

<p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> <li>• To increase the reader’s knowledge of a subject/topic</li> <li>• To help readers understand a procedure or process</li> <li>• To provide readers with an enhanced comprehension of a concept</li> </ul> <p>The sub-standards (a - j) are not intended to constrain informative writing to a formula but rather to denote the essential elements of effective informative writing for this grade level.</p>	<p><b>domain-specific vocabulary</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p><b>style</b> - the writer’s unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p>	
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Cornerstone Standard for W 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.	
Vertical Alignment	
Grade Span	Standard
9-10	<p><b>9-10.W.TTP.2</b> - Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> <li>Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</li> <li>Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</li> <li>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.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>Use appropriate formatting, graphics, and multimedia to aid comprehension.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> </ol>

<p style="text-align: center;"><b>8</b></p>	<p><b>8.W.TTP.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ol>
<p style="text-align: center;"><b>7</b></p>	<p><b>7.W.TTP.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ol>

**Standard 8.W.TTP.3**

**8.W.TTP.3** - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, 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 participants/characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
- e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Category: Text Types and Protocol**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write well-crafted and engaging narratives to convey real or imagined experiences.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Use reflection, when appropriate, in the narrative.</li> </ul> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p> <p>The sub-components (a - g) are not intended to constrain narrative writing to a formula but rather to denote the essential elements of effective narrative writing for this grade band.</p>	<p><b>narratives</b> - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p><b>fiction</b> - imagined texts, typically applied to written works of prose such as novels and short stories. Fiction may draw on actual events or real people, but it is primarily derived from the author’s imagination.</p> <p><b>literary (or narrative) nonfiction</b> - fact-based texts that employ literary techniques typically associated with fiction or poetry. Examples include certain types of personal essays, memoirs, autobiographies, and works of creative nonfiction.</p> <p><b>point of view</b> - in narrative, POV is the vantage point from which a story is told (viz., first-person, second-person, third-person, and the variations of those). This is a technical choice that may or may not reflect the author’s perspective (their attitude toward or outlook on the story and its meaning).</p> <p><b>characters</b> - person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p>	<p><b>In reading tasks:</b> Students may read a short story or novel excerpt or literary nonfiction in the form of a memoir. Students could complete a graphic organizer summing up the elements of the story, including the introduction, main characters, setting, central idea or theme, and the remainders of the story arc, including climax, falling action, and resolution.</p> <p><b>In speaking/listening tasks:</b> Students may discuss their findings from their reading in groups. They could answer in the discussion some questions regarding what the piece is about, how it is organized and structured, how a potential theme extends from these elements, and a description of the style, including word choice, sentences, and language formality or informality.</p> <p><b>In writing tasks:</b> Students write a short piece of fiction or literary nonfiction essay, using the narrative they read for instruction as a mentor text. Students could individually select a “defining moment” in the narrative that seems pivotal to the story (e.g., plot, conflict, character, setting, or theme) and incorporate this element into their own original story.</p>



**Cornerstone Standard for W 3**

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Vertical Alignment**

Grade Span	Standard
9-10	<p><b>9-10.W.TTP.3</b> - Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.</li> <li>Sequence events so that they build on one another to create a coherent whole.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Establish and maintain an appropriate style and tone.</li> </ol>
8	<p><b>8.W.TTP.3</b> - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>
7	<p><b>7.W.TTP.3</b> - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>

**Standard 8.W.PDW.4**

**8.W.PDW.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.)

**Category: Production and Distribution of Writing**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard provides a framework for understanding the writing types as defined in Writing standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p>	<p><b>style</b> - author’s or speaker’s way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><b><i>In reading tasks:</i></b> Students may read a famous historical speech and annotate its ideas and structure. They could also consider the author’s purpose, the intended audience, and the language and writing style of the text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be tasked to consider what changes would need to be made to the speech if it were given in a different situation and time in history. Students may work with a partner to discuss what the speaker would need to change in terms of language choice, organization, style, and framing of ideas.</p> <p><b><i>In writing tasks:</i></b> Based on their discussion, students may re-write certain portions of the speech and integrate the changes that need to be made to make the speech appropriate to the new situation.</p>

**Cornerstone Standard for W 4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.PDW.4</b> - 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.)
8	<b>8.W.PDW.4</b> - 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.)
7	<b>7.W.PDW.4</b> - 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.)

**Standard 8.W.PDW.5**

**8.W.PDW.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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)

**Category: Production and Distribution of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>This standard emphasizes the importance of working with peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> <li>• Modeling of each writing stage</li> <li>• Exemplar texts demonstrating effective writing</li> <li>• Feedback on each writing stage</li> <li>• Revisiting explicit instruction (modeling) when students struggle</li> </ul>	<p><b>revising</b> - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p><b>editing</b> - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p> <p><b>rewriting</b> - the process of largely or wholly replacing a previous effort with a new effort that is better aligned to task, purpose, and audience. Compared to revising, rewriting is a larger-scale activity more akin to replacement than to enhancement.</p>	<p><b>In reading tasks:</b> Students may read a couple of drafts of a mentor text and annotate what changes the author made in the second draft and the reasons why the changes may have been made.</p> <p><b>In speaking/listening tasks:</b> Students could work in pairs and read their partner’s first draft of an essay, offering feedback on writing elements such as organization, development, transitions, language choice, etc.</p> <p><b>In writing tasks:</b> In response to the feedback provided by their partner, students could write a new draft of their previous essay and make revisions and edits. At this point, students must make decisions about the feedback and determine what changes should or should not be made.</p>

**Cornerstone Standard for W 5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.PDW.5</b> - 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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)
8	<b>8.W.PDW.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
7	<b>7.W.PDW.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)

**Standard 8.W.PDW.6**

**8.W.PDW.6** - Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

**Category: Production and Distribution of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other’s writing.</p> <p>There is one part of this standard that appears for the first time at this grade level. Students should use technology to:</p> <ul style="list-style-type: none"> <li>• Present the relationships between information and ideas <i>efficiently</i></li> </ul> <p>This standard is closely related to reading standard 7. In RL/RI 7, students are determining how a text’s content is impacted by the format in which it is presented. In W 7, students are considering how to produce and/or present a writing product that is uniquely impacted by the digital format chosen.</p> <p>The interaction of technology and writing expands some of our traditional understandings of what “writing” means as content can be presented through combinations of sounds, visuals, written words, etc. This standard provides opportunities for students to present what they have written in interactive and engaging ways, as appropriate to the task, purpose, and audience.</p>	<p><b>technology</b> - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smart phone applications, etc.</p> <p><b>publish</b> - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school’s literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p><b><i>In reading tasks:</i></b> Students may compare and contrast a digitally produced and published informational text with its written version. Students may focus on how the multimedia version is uniquely impacted by the digital format chosen.</p> <p><b><i>In speaking/listening tasks:</i></b> Using a cloud-based application, students may collaborate with a partner to create a rough draft of an informative essay that synthesizes information from several texts read in class. Students may be prompted to focus on presenting the relationships between ideas efficiently.</p> <p><b><i>In writing tasks:</i></b> Students independently use digital tools to produce and publish a writing product. Students could compose an essay in a single setting and then, following peer feedback, could use digital tools to revise their writing into a polished draft.</p>

**Cornerstone Standard for W 6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.PDW.6</b> - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8	<b>8.W.PDW.6</b> - Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
7	<b>7.W.PDW.6</b> - Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

**Standard 8.W.RBPK.7**

**8.W.RBPK.7** - Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Category: Research to Build and Present Knowledge**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Conduct research for the purpose of building knowledge and/or solving a problem.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Conduct research to answer a <i>self-generated</i> question.</li> </ul>	<p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><b>In reading tasks:</b> Students may be given three or four texts on a specific topic. After scanning the contents and reading portions from each text, students may independently generate a research question.</p> <p><b>In speaking/listening tasks:</b> Students may discuss their research questions with peers and determine whether they need to be refocused. Students could also discuss additional related areas of research that may strengthen the investigation.</p> <p><b>In writing tasks:</b> Once research has concluded, students may write an initial draft of an informative or argumentative essay in response to their question.</p>

**Cornerstone Standard for W 7**

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.RBPK.7</b> - Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
8	<b>8.W.RBPK.7</b> - Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7	<b>7.W.RBPK.7</b> - Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.



**Standard 8.W.RBPK.8**

**8.W.RBPK.8** - Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Category: Research to Build and Present Knowledge**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>When generating a list of resources for research, <i>use search terms effectively.</i></li> </ul> <p>Students should use MLA, APA, or other widely respected style manuals to cite information, as appropriate for the discipline being addressed.</p> <p>Standard W 8 is a parallel standard to SL 2. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>No terms need defining for this standard.</p>	<p><b><i>In reading tasks:</i></b> Students could be asked to read some excerpts that include information paraphrased from a source and then the original source, using a graphic organizer to note how the author who used the source material rephrased it and why they did so in the manner chosen.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in pairs to practice using search terms effectively. Students may be asked to share in a class discussion what they learned in terms of refining their search with various words and phrases.</p> <p><b><i>In writing tasks:</i></b> Students may use a standard format for citation to incorporate citations in an essay. Students may also be tasked with checking all citations to ensure that plagiarism was avoided.</p>

**Cornerstone Standard for W 8**

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.RBPK.8</b> - Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8	<b>8.W.RBPK.8</b> - Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7	<b>7.W.RBPK.8</b> - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Standard 8.W.RBP.9**

**8.W.RBP.9** - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

**Category: Research to Build and Present Knowledge**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• When conducting and publishing research, use relevant, credible evidence from source material.</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level. When analyzing sources,</p> <ul style="list-style-type: none"> <li>• Assess whether the reasoning is sound</li> <li>• Recognize when irrelevant evidence is introduced</li> </ul> <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in arguments, they also strengthen their ability to identify and use relevant, credible evidence in their own writing.</p>	<p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p> <p><b>reasons/reasoning</b> - statements of support for claims</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can reasonably disagree</p>	<p><b><i>In reading tasks:</i></b> Students may examine texts that exhibit cohesion among claims, reasons, and evidence and describe what makes the reasoning sound and the evidence relevant and sufficient to support the claims.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in small groups to evaluate each other’s writing. They could provide feedback regarding the validity of the connection of evidence with the reasoning and claims in the paper. During discussion, students should be able to justify their reasoning and selected evidence.</p> <p><b><i>In writing tasks:</i></b> Students may revise their writing to more closely align evidence from sources with their reasoning and claims. Students may also be tasked with providing written feedback on fellow students’ essays and identify when irrelevant evidence is introduced or when reasoning is unsound.</p>

**Cornerstone Standard for W 9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.W.RBPK.9</b> - Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
8	<b>8.W.RBPK.9</b> - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
7	<b>7.W.RBPK.9</b> - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

**Standards 8.W.RW.10**

**8.W.RW.10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Category: Range of Writing**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
This standard is an overarching standard that encompasses all of the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.	No terms need defining for this standard.	This standard is addressed when students are routinely writing in response to tasks designed to build knowledge from texts.

**Cornerstone Standard for W 10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
<b>8</b>	<b>8.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
<b>7</b>	<b>7.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## TN ELA Standards Guide Grade 8

### Reading Literature Standards

#### Standard 8.RL.KID.1

**8.RL.KID.1** - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

#### Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What happens in this story, poem, etc.?</li> <li>• Which specific details are most important?</li> <li>• What topics, concepts, etc., are represented in the text, explicitly or implicitly?</li> </ul> <p>This standard is the foundation of the reading standards in that it involves basic comprehension of the text.</p> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students analyze a text to determine what it says explicitly and implicitly.</li> <li>• When students speak or write their interpretation of the text, they cite textual evidence to support their conclusions.</li> </ul> <p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing relevant textual evidence to support conclusions.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>inferences</b> - conclusions drawn from evidence and reasoning</p> <p><b>evidence</b> - words, sentences, paragraphs, stanzas, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><b><i>In reading tasks:</i></b> Students could read a poem and highlight or underline concrete details related to the speaker.</p> <p><b><i>In speaking/listening tasks:</i></b> After students have highlighted or underlined the poem, they may be prompted in pairs to compare possible interpretations of the speaker's motives or character. Students use their annotations to support their ideas.</p> <p><b><i>In writing tasks:</i></b> A student composing an expository essay may describe how the speaker of the poem conveys a theme of the poem, including only textual details that are relevant to that theme.</p>

**Cornerstone Standard for RL 1**

Read closely to determine what a 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.

**Vertical Alignment**

Grade Span	Standard
9-10	9-10.RL.KID.1 - Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
8	8.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	7.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

**Standard 8.RL.KID.2**

**8.RL.KID.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.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What themes emerge from the text? What is a central idea of the text?</li> <li>• How does the theme/central idea develop over the course of the text?</li> <li>• What details contribute most to the theme or central idea's development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students identify how a theme or central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., plot, character, setting, etc.).</li> <li>• When students re-convey a theme or central idea in a summary, they must be able to do so objectively.</li> </ul> <p>In literature, "theme" and "central idea" are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author's prominent ideas in a text.</p>	<p><b>theme</b> – an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p> <p><b>central idea (main idea)</b> - in literature, a central idea is a prominent idea that is specific to a given text. When expressed by students, central/main ideas should be in the form of a complete thought. (Example from <i>The Hobbit</i> – Although Bilbo Baggins' companions became corrupted by greed on their journey, Bilbo showed through his actions what it means to be honorable.")</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>objective summary</b> - in literature, this typically describes the important components of the story, including the plot, main characters, setting, etc. This type of summary remains neutral and unbiased (i.e., does not convey the writer's opinion).</p>	<p><b>In reading tasks:</b> Students may read and annotate a short story, then draw a concept map showing how a theme connects to the text's setting, major characters, and plot events.</p> <p><b>In speaking/listening tasks:</b> Students could work in pairs or small groups to craft a one-paragraph, objective summary of a text, making notes as they discuss. Groups could then evaluate the objectivity of one another's summaries.</p> <p><b>In writing tasks:</b> After reading and discussing a novel, students could write an essay showing how a theme emerges at the beginning of the text but takes on deeper meaning as the plot progresses.</p>



**Cornerstone Standard for RL 2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
<b>8</b>	<b>8.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
<b>7</b>	<b>7.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

**Standard 8.RL.KID.3**

**8.RL.KID.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.

**Category: Key Ideas and Details**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the elements of the text interact with each other over the course of the text?</li> <li>• How do these interactions develop the elements of the text?</li> <li>• How do these interactions and developments impact meaning?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing how particular events or lines of dialogue affect characterization or the plot</li> </ul> <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RL 1 and RL 3 address text elements. Standard RL 1 focuses more on making inferences about text elements, whereas standard RL 3 focuses more on analysis of the interaction and development of text elements.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>character</b> - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p><b>*elements of the text</b> - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read a story in which a dialogue drives much of the action of the narrative, annotating moments of dialogue that reveal important truths about the characters.</p> <p><b><i>In speaking/listening tasks:</i></b> Student groups may be assigned lines of dialogue or important events in a story. Each group discusses the significance of these elements to other parts of the story and the overall meaning, and then presents their findings to the class.</p> <p><b><i>In writing tasks:</i></b> After reading and discussing a story with compelling dialogue, students could write an essay analyzing the development of a major character, providing evidence of moments that reveal something about that character, including important dialogue or plot points.</p>

**Cornerstone Standard for RL 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RL.KID.3</b> - Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
<b>8</b>	<b>8.RL.KID.3</b> - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>7</b>	<b>7.RL.KID.3</b> - Analyze how specific elements of a story or drama interact with and affect each other.

**Standard 8.RL.CS.4**

**8.RL.CS.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 allusions to other texts, repetition of words and phrases, and analogies.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students determine the meaning(s) of words and phrases as the author uses them in a text.</li> <li>• Students analyze how specific word choices shape meaning or tone.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the impact of analogies on meaning and tone</li> </ul> <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative meaning</b> - meaning of language enriched by imagery and figures of speech such as simile, metaphor, or personification; non-literal meaning</p> <p><b>connotative meaning</b> - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> <p><b>allusion</b> - an indirect textual reference to a person, place, thing, or event that exists outside the literary text</p> <p><b>analogy</b> - a comparison between two things that is intended to enhance or clarify the meaning of a concept or word</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</b></p>	<p><b><i>In reading tasks:</i></b> Students may read a short story and underline allusions and analogies in the text. Students may note in the margins the meaning of each of these terms as well as the way that each term contributes to the text in terms of character development, plot, themes, etc.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to discuss and identify other important terms the author uses to shape meaning or tone. Groups may discuss possibilities for other words or phrases that could convey a different tone.</p> <p><b><i>In writing tasks:</i></b> Students may rewrite a portion of a passage by changing key words and phrases to convey a different tone. After rewriting the passage, students could compare their written work to the original text, noting how the word choices changed the meaning and tone.</p>

<p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p> <p>Many literary devices, such as imagery, symbols, metaphors, analogies, and allusions are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RL 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
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**Cornerstone Standard for RL 4**

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>Vertical Alignment</b>	
Grade Span	Standard
<b>9-10</b>	<b>9-10.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
<b>8</b>	<b>8.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.
<b>7</b>	<b>7.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

**Standard 8.RL.CS.5**

**8.RL.CS.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.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text or plot structure?</li> <li>• How does the structure impact the meaning of the text?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the structures of two or more texts</li> </ul> <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p><b>(text) structure</b> - the sequencing or ordering of the text elements</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>style</b> - author’s or speaker’s unique way of communicating ideas: not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p> <p><b>*text elements</b> - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p>	<p><b><i>In reading tasks:</i></b> Students could read two poems and use a graphic organizer to compare and contrast the ways in which they use repetition of lines or stanzas and how each way is significant to the poem’s meaning.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could discuss other possible structures the poets might have considered (e.g., rhyming couplets rather than free verse or breaking a stanza in a different place) and why they might have chosen the structures they did (e.g., to emphasize a point or create a tone).</p> <p><b><i>In writing tasks:</i></b> Students may write an informative essay that analyzes the role structure plays in each poem. Students note how the author intentionally uses structure to convey certain meanings.</p>

**Cornerstone Standard for RL 5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RL.CS.5</b> - Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
<b>8</b>	<b>8.RL.CS.5</b> - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>7</b>	<b>7.RL.CS.5</b> - Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

**Standard 8.RL.CS.6**

**8.RL.CS.6** - Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.

**Category: Craft and Structure**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>From what point of view is the story told? How does this affect the content, style, and meaning of the text?</li> <li>What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does it impact the meaning of the text?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Comparing and contrasting points of view of the audience and the characters and analyzing how the similarities and differences create effects such as suspense, humor, or dramatic irony</li> </ul>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>point of view</b> - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their limited vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p><b>dramatic irony</b> - occurs when the audience understands more about a situation than the characters do (e.g., when the reader knows what is about to happen to a character but the character doesn't)</p>	<p><b><i>In reading tasks:</i></b> Students may create a dramatic arc for a drama that reflects the setting, characters, plot, etc., noting moments of suspense, humor, or irony. Students may be prompted to pay attention to how and why the author chose to limit one or more characters' awareness in the play, creating dramatic irony.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to discuss the differences between the characters' perspective and the audience's perspective and how changing certain parts of the drama might alter the effects on the audience.</p> <p><b><i>In writing tasks</i></b> Students may write an essay analyzing the similarities and differences between the characters' and audience's perspectives and how those similarities and differences create effects on the audience.</p>



**Cornerstone Standard for RL 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
9-10	<b>9-10.RL.CS.6</b> - Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
8	<b>8.RL.CS.6</b> - Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.
7	<b>7.RL.CS.6</b> - Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

**Standard 8.RL.IK1.7**

**8.RL.IK1.7** - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the topic or theme?</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the filmed/live production of a story or drama with its original text</li> <li>• <i>Evaluating the choices made by the director or actors</i> in presenting the text in a different format</li> </ul> <p>This standard is similar to RL 9 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>evaluate</b> - to determine the significance, worth, or quality of something</p> <p><b>*format/medium</b> - the way in which the story, drama, or poem is delivered (e.g., printed text, audio, or video)</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p>	<p><b><i>In reading tasks:</i></b> Students may read a selected portion of a novel and then watch the film version. They might note similarities and differences via a graphic organizer in the form of a T-chart.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss whether the director’s choices in depicting the text effectively convey the central message of the text or not. Students could also discuss how the director/cinematographer depicts specific scenes from the novel and whether those decisions enhance or detract from the novel’s meaning.</p> <p><b><i>In writing tasks:</i></b> Students may read another excerpt from the selected novel and write about how they might present the story in film version, considering how they would render various shots and pans of the camera—along with any details they might omit or alter slightly. They would then explain how their choices would reveal the central message of the selected excerpt, providing evidence from the text.</p>

**Cornerstone Standard for RL 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
9-10	<b>9-10.RL.IKI.7</b> - Evaluate the topic, subject, and/or theme in two diverse formats or media.
8	<b>8.RL.IKI.7</b> - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.
7	<b>7.RL.IKI.7</b> - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.

**\*\*Reading Standard 8 is not applicable to literature\*\***

**Standard 8.RL.IK.9**

**8.RL.IK.9** - Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the theme or topic is presented in each text?</li> <li>• How does each author's approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>There are three parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing how contemporary texts are shaped by foundational texts or literary archetypes</li> <li>• Analyzing how authors allude to traditional works</li> <li>• Describing how a contemporary text appropriates elements (such as themes, events, or character types) from traditional works</li> </ul> <p>This standard is similar to RL 7 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>foundational texts</b> - texts that are considered to have been instrumental in establishing and shaping a culture or ideology</p> <p><b>literary archetypes</b> - recurring patterns in plotlines, settings, or symbols that reflect human experience (e.g., the hero's journey, star-crossed lovers, etc.)</p> <p><b>allusion</b> - an indirect textual reference to a person, place, thing, or event that exists outside the literary text</p> <p><b>traditional works</b> - works that transmit a culture's knowledge and beliefs from generation to generation; may include poems, songs, rituals, folk and fairy tales, fables, proverbs, and riddles</p> <p><b>myths</b> - traditional legends that feature supernatural beings, heroes, and/or ancestral figures and often explain worldly phenomena or the history and culture of a people</p> <p><b>traditional elements</b> - themes, events, character types, etc. from traditional works</p>	<p><b>In reading tasks:</b> Students may read a contemporary novel that contains allusions to a character, thing, or event in a myth, and then read the portions of the myth to which the novel alludes. Using a graphic organizer, students will track how the person, place, or thing being alluded to is represented in each text.</p> <p><b>In speaking/listening tasks:</b> Students may work in groups to discuss their graphic organizer notes and determine how the allusions represent and/or transform the person, place, or thing contained in the myth.</p> <p><b>In writing tasks:</b> Students may write an essay describing how the novel's allusions to the myth represent and change the meaning of the person, place, or thing from the myth. Essays should be specific when referencing both texts.</p>

**Cornerstone Standard for RL 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.RL.IKI.9</b> - Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
8	<b>8.RL.IKI.9</b> - Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.
7	<b>7.RL.IKI.9</b> - Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.

**Standard 8.RL.RRTC.10**

**8.RL.RRTC.10** - Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

**Category: Range of Reading and Level of Text Complexity**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p><b>literature</b> - works of fiction in narrative, dramatic, or poetic form</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p>	<p>Standard is addressed when reading, speaking &amp; listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

**Cornerstone Standard for RL 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
10	<b>10.RL.RRTC.10</b> - Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
9	<b>9.RL.RRTC.10</b> - Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
8	<b>8.RL.RRTC.10</b> - Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
7	<b>7.RL.RRTC.10</b> - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

## TN ELA Standards Guide Grade 8

### Reading Informational Standards

#### Standard 8.RI.KID.1

**8.RI.KID.1** - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

#### Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What information is being shared in the text?</li> <li>• What ideas or concepts are represented (explicitly and implicitly) in the text?</li> <li>• Which specific details demonstrate those ideas/concepts?</li> </ul> <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students analyze a text to determine what it says explicitly and implicitly.</li> <li>• When students speak or write their understanding of the text, they cite textual evidence to support their conclusions.</li> </ul> <p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing relevant textual evidence to support conclusions.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>inferences</b> - conclusions drawn from evidence and reasoning</p> <p><b>evidence</b> - words, sentences, paragraphs, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><b><i>In reading tasks:</i></b> Students could read a scientific article and highlight/annotate the key ideas and supporting details.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to discuss and evaluate other students' use of evidence to determine whether it is effective in supporting the article's key ideas.</p> <p><b><i>In writing tasks:</i></b> Students may write an argumentative essay in which they make choices for what evidence to include to support their claims about a text or topic. Students attend to the most relevant evidence from the text(s) to support their claims.</p>



**Cornerstone Standard for RI 1**

Read closely to determine what a 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.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RI.KID.1</b> - Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
<b>8</b>	<b>8.RI.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
<b>7</b>	<b>7.RI.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

**Standard 8.RI.KID.2**

**8.RI.KID.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.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is a central idea of the text?</li> <li>• How does this idea develop over the course of the text?</li> <li>• What details contribute most to its development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students identify how the central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., word choice, figurative speech, structure, etc.).</li> <li>• When students summarize the text, they must be able to do so objectively.</li> </ul> <p>The central idea of a text is not the same as a summary of its contents; it is a unifying message conveyed by the whole of the text.</p>	<p><b>central idea (main idea)</b> - a focused idea or concept specific to a given text; when expressed by students, central/main ideas should be in the form of a complete thought</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>objective summary</b> - a conveying of the main ideas of a text (or part of a text) that remains neutral and unbiased (i.e., does not convey the writer's opinion)</p>	<p><b><i>In reading tasks:</i></b> Students could read and annotate a presidential speech and then be asked to consider those annotations to determine one of the text's central ideas.</p> <p><b><i>In speaking/listening tasks:</i></b> Students could work in pairs or small groups to evaluate other students' objective summaries of the text.</p> <p><b><i>In writing tasks:</i></b> Students may write an expository essay that identifies a central idea from a text and traces its development and supporting details throughout the text.</p>

**Cornerstone Standard for RI 2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RI.KID.2</b> - Determine a central idea of a text and analyze its development; provide an objective or critical summary.
<b>8</b>	<b>8.RI.KID.2</b> - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
<b>7</b>	<b>7.RI.KID.2</b> - Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

**Standard 8.RI.KID.3**

**8.RI.KID.3** - Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

**Category: Key Ideas and Details**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the individuals, ideas and events in the text develop and interact with each other?</li> <li>• How do these interactions or relationships impact meaning and serve the author’s purpose?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing how the author <i>distinguishes between and connects</i> individuals, events, or ideas in the text.</li> </ul> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text, such as individuals, events, ideas, etc., interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RI 1 and RI 3 address text elements. Standard RI 1 focuses more on making inferences about text elements, whereas standard RI 3 focuses more on analysis of the interaction and development of text elements.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>technique</b> - any method or approach the author uses to construct the text. Examples include word choice, structure, and text features.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read an historical article and be prompted to mark in the text each significant individual, event, or idea and the techniques the author uses to signal relationships among them.</p> <p><b><i>In speaking/listening tasks:</i></b> After students identify connections among ideas in a text, students could work in pairs or small groups to discuss how the connections among individuals, events, or ideas serve the author’s purpose.</p> <p><b><i>In writing tasks:</i></b> Students may write an informative essay that outlines and analyzes the techniques the author uses to make connections among individuals, events, or ideas in a text.</p>

**Cornerstone Standard for RI 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.RI.KID.3</b> - Analyze how an author presents and develops key ideas and events to impact meaning.
8	<b>8.RI.KID.3</b> - Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
7	<b>7.RI.KID.3</b> - Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

**Standard 8.RI.CS.4**

**8.RI.CS.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 a specific word choice on meaning and tone, including analogies and allusions to other texts.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> <li>• Students will determine the meaning of words and phrases as the author uses them in a text.</li> <li>• Students will analyze how specific word choices shape meaning or tone.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the impact of <i>analogies</i> on meaning and tone.</li> </ul> <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative meaning</b> - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p><b>connotative meaning</b> - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p><b>technical meaning</b> - relating to a particular subject, art, or science, or its techniques</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject</p> <p><b>analogy</b> - a comparison between two things that is intended to enhance or clarify the meaning of a concept or word</p> <p><b>allusion</b> - an indirect textual reference to a person, place, thing, or event that exists outside the text</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</b></p>	<p><b>In reading tasks:</b> Students may read an informational text and highlight/underline instances where the author uses analogies and allusions. Students may use context clues to determine meaning and annotate the text accordingly.</p> <p><b>In speaking/listening tasks:</b> Students may discuss the impact of the analogies and allusions on the text's meaning and tone.</p> <p><b>In writing tasks:</b> Students may rewrite a passage by changing key words and phrases to convey a different tone. After rewriting the passage, students compare their written work to the original text, noting how the word choices changed the meaning and tone.</p>

<p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p> <p>Many rhetorical devices such as the use of parallelism, similes, metaphors, analogies, allusions, etc., are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RI 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
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**Cornerstone Standard for RI 4**

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>Vertical Alignment</b>	
<b>Grade Span</b>	<b>Standard</b>
<b>9-10</b>	<b>9-10.RI.CS.4</b> - 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.
<b>8</b>	<b>8.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
<b>7</b>	<b>7.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

**Standard 8.RI.CS.5**

**8.RI.CS.5** - Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

**Category: Craft and Structure**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text structure?</li> <li>• How does the structure develop ideas and serve the author's purpose?</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing how specific paragraphs or sections that represent text elements are organized.</li> <li>• Analyzing how specific sentences within those paragraphs or sections develop or refine a key concept.</li> </ul> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the overall structure and its individual components develop ideas and serve the author's purpose.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>structure</b> - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, problem/solution, chronological, and linear/nonlinear, among others.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p>	<p><b><i>In reading tasks:</i></b> Students reading an informational text may be asked to consider how the intentional placement of specific sentences that represent text elements contributes to the meaning of the text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students can discuss the way an author sequenced ideas in a text and how that sequence impacted their understanding of the text.</p> <p><b><i>In writing tasks:</i></b> Students may write an essay that analyzes how the author strategically places important text elements and how those placements develop or refine key concepts.</p>



**Cornerstone Standard for RI 5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Vertical Alignment**

Grade Span	Standard
9-10	9-10.RI.CS.5 - Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
8	8.RI.CS.5 - Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
7	7.RI.CS.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Standard 8.RI.CS.6**

**8.RI.CS.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.

**Category: Craft and Structure**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>From what point of view is the text written? How does this affect the content, style, and meaning of the text?</li> <li>What is the author’s purpose in the text? How does the content and style of the text convey this purpose?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Analyzing how an author addresses conflicting evidence or viewpoints.</li> </ul> <p>Questions/tasks that address point of view apply to texts wherein the author has a clear and discernible perspective regarding the topic. If the purpose of an informational text is largely to inform, questions/tasks addressing this standard focus more appropriately on purpose.</p>	<p><b>point of view</b> - in informational text, point of view is synonymous with “perspective,” the author’s attitude toward or outlook on the subject matter</p> <p><b>purpose</b> - the reason (explicit or implicit) for writing a text</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>evidence</b> - words, sentences, paragraphs, stanzas, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><b><i>In reading tasks:</i></b> Students may analyze a text to establish an author’s point of view or purpose and then consider how that author develops the point of view or purpose, noting instances where the author addresses other points of view.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss their analysis of the text and evaluate the author’s effectiveness in responding to opposing viewpoints.</p> <p><b><i>In writing tasks:</i></b> Students may use their analysis and evaluation of the text to write an argumentative essay that explains what the author was attempting to do, how the author attempted to do it, and how effective the text was in accomplishing its goal.</p>

**Cornerstone Standard for RI 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.RI.CS.6</b> - Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
8	<b>8.RI.CS.6</b> - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7	<b>7.RI.CS.6</b> - Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.

**Standard 8.RI.IKI.7**

**8.RI.IKI.7** - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

**Category: Integration of Knowledge and Ideas**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the content?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• <i>Evaluating</i> the advantages and disadvantages of using different mediums to present a particular topic or idea.</li> </ul> <p>This standard is similar to RI 9 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p>	<p><b>evaluate</b> - determine the significance, worth, or quality of something</p> <p><b>*diverse formats/media</b> - the variety of ways in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><b><i>In reading tasks:</i></b> Students may read an article from a history website and then watch a short corresponding video. Students annotate the similarities and differences between the two versions, noting what details the author/creator chooses to emphasize in each source.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss which format was more effective for the topic or subject at hand. Students may discuss nuances in the differences between documenting in writing and representing the same content in video.</p> <p><b><i>In writing tasks:</i></b> Students may write an essay that analyzes a given topic or subject and the various ways it has been represented in various formats. Students could highlight the impact and significance of the format on the content presented.</p>

**Cornerstone Standard for RI 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
9-10	9-10.RI.IKI.7 - Evaluate the topic or subject in two diverse formats or media.
8	8.RI.IKI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
7	7.RI.IKI.7 - Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.

**Standard 8.RI.IKI.8**

**8.RI.IKI.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What thesis or argument is presented in the text?</li> <li>• What claims, reasons, and evidence does the author use to develop the argument?</li> <li>• How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Assessing whether the reasoning is sound</li> </ul> <p>Although the term “claims” is often used broadly to reference any statements of truth by an author, it should be interpreted in this standard to apply only to statements of truth <i>in an argumentative text</i>.</p> <p>This standard should be considered in light of standard RI 6: what is the author’s purpose? If the author’s intent is merely to inform, this standard does not apply to that text. If the author’s intent is to make an argument, this standard does apply.</p>	<p><b>delineate</b> - to trace the outline of elements in a text</p> <p><b>evaluate</b> - determine the significance, worth, or quality of something</p> <p><b>argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>reasons/reasoning</b> - statements of support for claims</p>	<p><b><i>In reading tasks:</i></b> Students may read an article from a science news website and another article from a news website on a similar topic. Using graphic organizers, students could assess the effectiveness of each author’s use of evidence and discuss why the argument was more effective when reasoning and evidence were closely aligned.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may debate which argument was more effective based on the reasoning and use of evidence. In pairs, students may suggest alternate arguments or reasoning and evaluate each other’s proposals.</p> <p><b><i>In writing tasks:</i></b> Students may write an argumentative essay evaluating arguments from two authors on a similar topic, paying particular attention to the relevance and sufficiency of evidence and the validity of reasoning to determine which author made the stronger argument.</p>

**Cornerstone Standard for RI 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.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.RI.IKI.8</b> - Evaluate how reasoning and evidence affects the argument and specific claims in a text.
8	<b>8.RI.IKI.8</b> - Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
7	<b>7.RI.IKI.8</b> - Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.

**Standard 8.RI.IKI.9**

**8.RI.IKI.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.

**Category: Integration of Knowledge and Ideas**

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the topic is presented in each text?</li> <li>• How does each author's approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing a case in which texts provide <i>conflicting information</i> on the same topic and identifying where the texts disagree on matters of fact or interpretation.</li> </ul> <p>This standard is similar to RI 7 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p> <p>In grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts. When comparing approaches, students should always identify <i>how</i> each author's approach contributes to greater knowledge of the topic.</p>	<p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p>	<p><b><i>In reading tasks:</i></b> Students may read two texts on the same or a similar topic and delineate the reasoning within those texts, contrasting their conflicting information or interpretation.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may debate which argument was more effective based on the reasoning and use of evidence. In pairs, students may suggest alternate arguments or reasoning and evaluate each other's proposals.</p> <p><b><i>In writing tasks:</i></b> Students may write an argumentative essay that analyzes each of the texts' presentations of the information and evaluates which text more effectively accomplishes its purpose.</p>



**Cornerstone Standard for RI 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

Grade Span	Standard
9-10	<b>9-10.RI.IKI.9</b> - Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.
8	<b>8.RI.IKI.9</b> - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
7	<b>7.RI.IKI.9</b> - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.

**Standards 8.RI.RRTC.10**

**8.RI.RRTC.10** - Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**Category: Range of Reading and Level of Text Complexity**

<b>Unpacking the Standard</b>	<b>Glossary</b>	<b>Standard as represented in sample classroom tasks</b>
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p><b>literary nonfiction</b> - a genre of literature in which literary techniques are employed in the development of nonfiction texts such as the personal essay, personal memoir, and works of creative nonfiction.</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p>	<p>Standard is addressed when reading, speaking &amp; listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

**Cornerstone Standard for RI 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

<b>Grade Span</b>	<b>Standard</b>
9	<b>9.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
8	<b>8.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
7	<b>7.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.