



The Reading Literature and Reading Informational standards very closely mirror each other, therefore similar skills were grouped. This may appear unbalanced; however, instruction should guide students to apply this skill set to text sets with gradually increasing text complexity throughout the school year. For this reason, this guide lists priority standards to explicitly teach during each quarter with the expectation that all ELA standards are integrated when appropriate and necessary.

Priority Standards: These standards are repeated across all quarters and are often called “power standards” or “focus standards.” They support the development of a reading comprehension **skill set**.

Integrated Standards: These standards should be taught in conjunction with the priority standards as necessary to support specific texts, products, or student needs. Students will explore topics/themes from multiple perspectives through integrated text sets (fiction, nonfiction, poetry).

Text Complexity (Anchor Standard 10): By the end of grade 6, students are expected to read and understand within the text complexity band proficiently and independently for sustained periods of time. Lexile ranges that correspond to the North Carolina Check-Ins (quarterly benchmarks) are provided below. For differentiated instructional planning purposes, teachers are not limited to selection of texts only within the denoted ranges.

Approximate Lexile Ranges	1 st Quarter	2 nd Quarter	3 rd Quarter
6 th Grade	880-980	900-1050	980-1100
7 th Grade	955-1055	975-1100	1060-1200
8 th Grade	1000-1100	1050-1180	1140-1260

Writing Standards: To be college and career ready, students should learn how to offer and support opinion/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Formal writing tasks will include all phases of the writing process: prewriting, drafting, revising and editing, and publishing. Prioritized writing standards are identified by quarter; however, for differentiated instructional planning purposes teachers will provide structured, accelerated writing opportunities.

Speaking/Listening and Language: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the end of each grade. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.



Reading Literature and Reading Information: First - Fourth Quarters

Priority Standards	Clarification	Integrated Standards
<p>RL 8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(3-5 EOG Questions*)</p>	<p>Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states.</p> <p>In the Classroom: The teacher and students discuss what “most strongly supports” means when describing the quality of evidence, and then they create a rubric. Students use the rubric to choose their textual evidence when answering text-dependent questions.</p> <p>The teacher provides students with an inference from the text. Students go back into the text and underline three pieces of evidence. In pairs, students compile their evidences together and discuss the strength of each piece of evidence. Pairs narrow down their six pieces of evidence to the top three examples. Pairs share their evidence with the class and justify their reasoning.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RI 8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(4-5 EOG Questions*)</p>	<p>Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states.</p> <p>In the Classroom: The teacher does a think-aloud to model how to evaluate textual evidence for strength in supporting an explanation or answer. Students respond to text-dependent questions using evidence that would be considered strong.</p> <p>Students work in groups. Each group is provided with an inference. They must find three to five examples of textual evidence to support that inference. Students rank the strength of the examples and justify their rankings. They create a rubric for evaluating evidence based on what they learn.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>



<p>RL 8.2: Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>(4-6 EOG Questions*)</p>	<p>Students establish the theme of a literary text, examine how it progresses, and note how it connects to the characters, setting, and plot. Using the theme and key details, students summarize the text without personal feelings or judgements. In the Classroom: Students develop a timeline for the theme of a text that shows its development over the course of the text. On the timeline, students also note how the theme connects to the characters, setting, and plot at each point on the timeline.</p> <p>The teacher models how to write an objective summary of a text by listing important details from the text. The teacher models how to include the details from the text in the summary and how to leave out personal opinions to ensure that the summary remains objective. Students practice the same method with a different text.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>(1-3 EOG Questions*)</p>	<p>Students establish the central idea of a text and explain how it progresses throughout the text and note its connection to supporting ideas. Using the central idea and key details, students summarize the text without personal feelings and judgments. In the Classroom: The teacher provides students with a summary of the text that intentionally includes supporting details, irrelevant information, and personal opinions/judgments. Students eliminate any information that does not belong in an objective summary and explain why they eliminated that information.</p> <p>Students use graphs, such as line charts, to map out the development of the central idea of a text from beginning to end. They return to the text and look for supporting ideas that add to the development of the central idea.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RL 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>(1-4 EOG Questions*)</p>	<p>Students examine how lines of dialogue or certain events in a story or drama expose the traits of a character, influence a character’s decisions, or move a plot forward. In the Classroom: Students closely read a section of dialogue and annotate specific parts that tell more about who a character is. They highlight the meaningful section and make notes about what is revealed about the character. Students make lists of events (both big and small) from a story or drama. Students narrow their lists by choosing which events move the plot forward. Students share their lists with the class, explaining how the events on their lists propelled the story's or drama's action.</p> <p>The teacher provides small groups of students with strips of paper that include different events and lines of dialogue. Students work together to arrange the events or dialogue in the following categories: propel action, reveal aspects of character, provoke decisions. While arranging the strips of paper, students discuss their reasoning for placement.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>



<p>RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>(2-3 EOG Questions*)</p>	<p>Students examine how a text creates relationships and contrasts between specific people, ideas, or events, such as how a text uses comparisons, analogies, or categories.</p> <p>In the Classroom: Students use concept maps to illustrate the connections and distinctions between individuals, ideas, or events. Students place each individual, idea, or event in its own bubble. Students use lines to connect or branch off from individuals, ideas, or events. On the lines that connect, students explain how the text made connections between the elements. On the lines that branch off, students explain how the text made distinctions between elements.</p> <p>Students use a three-column graphic organizer: the first column is labeled “Individuals, Ideas, or Events,” the second is labeled “Connections,” and the third is labeled “Distinctions.” In the first column, students list the individuals, ideas, or events from the text. In the second column, students explain how the text connected the individual, idea, or event to another within the text. In the third column, students explain how the text made the individual, idea, or event distinct from the others.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RL 8.4: Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>(4-5 EOG Questions*)</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how words and phrases chosen by the author, including analogies or allusions to other texts, contribute to the meaning and tone.</p> <p>In the Classroom: Students keep a chart of keywords they encounter in a text when reading independently or in small groups. In the chart, students record what they think the word means as it is used in the text and what clues they used from the text to determine this meaning.</p> <p>The teacher does a think aloud to identify when an author uses an analogy or allusion in a text. Students annotate these analogies or allusions by explaining what each means. Students review their annotations and discuss how the analogies and allusions affect the text’s meaning and tone.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RI 8.4: Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone,</p>	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. They consider how words chosen by the author contribute to the meaning and tone, including analogies or allusions to other texts.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>



<p>including analogies or allusions to other texts.</p> <p>(1-2 EOG Questions*)</p>	<p>In the Classroom: The teacher provides a text with keywords and phrases marked and models how to use word parts or context clues to help determine their meanings. Students continue to annotate the text by replacing words with synonyms or paraphrasing figurative phrases into more literal language. The teacher provides small groups with an exemplar text that uses analogies or allusions. In small groups, students identify the analogies and allusions and discuss their meanings. Students prepare posters of their findings to share in a gallery walk. Students view two different political speeches or campaign ads and note specific words that impact the meaning or tone. Students work in pairs to categorize the words as having a positive or negative tone, and they discuss how these word choices helped express the speakers' attitudes toward a particular topic or idea.</p>	
<p>RI 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>(4-5 EOG Questions*)</p>	<p>Students thoroughly examine how a paragraph is organized and consider the purpose certain sentences have in building and clearly communicating the author's idea.</p> <p>In the Classroom: The teacher deconstructs a paragraph by separating the sentences. Students reconstruct the paragraph by arranging the sentences in a way they think is most effective. Using their reconstructed paragraphs and the author's paragraph, students compare and discuss the purpose of structural choices. Students use annotation to note key ideas the author explores extensively. They identify the sentence that best develops a major idea or concept. Students discuss their choices in small groups. Each group defends its final sentence selection to the whole class by explaining why its sentence most effectively communicates and elaborates the author's ideas.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RL 8.6: Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p> <p>(0-3 EOG Questions*)</p>	<p>Students examine how the characters' perspectives or frame of references in a story can differ from that of the audience or reader, creating such techniques as dramatic irony and producing effects such as suspense or humor.</p> <p>In the Classroom: As students read, they use Venn diagrams to compare and contrast what a character knows, thinks, and feels in a text to what the reader is aware of and how he/she feels about the events. Students record textual evidence around the outside of the diagram to support their thinking. The teacher facilitates a discussion with students on how these different perspectives affected the mood of the text for the reader and if the author was successful at creating suspense or humor.</p> <p>The teacher does a think aloud explaining how an author uses dramatic irony to create suspense or humor in a text. Following this modeling, students collaborate in small groups to find additional examples of irony in a text and discuss</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>



	<p>what effect it creates. Small groups create tableaus to share with the whole class that illustrate the ironic example and effect from their text.</p>	
<p>RI 8.6: 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.</p> <p>(4-5 EOG Questions*)</p>	<p>Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain the techniques the author uses to address contradictory ideas or evidence.</p> <p>In the Classroom: Students read a text twice. The first time, students highlight words, phrases, sentences, and passages that reveal the author’s point of view or purpose. The second time, students highlight text where the author acknowledges and responds to conflicting evidence or viewpoints. Students share and explain their findings with a partner.</p> <p>Students closely read a text and use graphic organizers to record responses to the following:</p> <ul style="list-style-type: none"> • What is the author’s point of view in the text? • What evidence does the author use to support this point of view? • How does the author’s respond to conflicting views or evidence? 	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>
<p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>(2-4 EOG Questions*)</p>	<p>Students precisely describe and assess the argument and the specific claims made in the text. They evaluate the validity of the reasons provided. They assess if the evidence used is relevant and if there is enough evidence to support the claim. Students identify when unrelated evidence is used.</p> <p>In the Classroom: Students work in groups of two to identify and highlight the claim in one color and the evidence used to support the claim in another color. Each group determines whether the evidence supports the argument, and the teacher polls the class to see whether it believes the evidence supports the argument. If the evidence does not support the argument, groups work to determine why.</p> <p>Students highlight the argument and specific claims in a text. In another color, students highlight the reasoning and evidence used to support the argument and claims. Students annotate each highlighted reason and piece of evidence with a rating of zero(irrelevant) to three (the most sound, relevant, and sufficient). Students share their ratings with their partners.</p>	<p>RL 8.5, RL 8.7 - 10, RI 8.7, RI 8.9 - 10</p>

*EOG Question Numbers: According to NCDPI/ Accountability Services Division Revised March 2017



Writing, Speaking and Listening: First Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence. A. Organize information and ideas around a topic to plan and prepare to write. B. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	W.8.4
<p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Organize information and ideas around a topic to plan and prepare to write. B. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. C. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	W.8.4
<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. A. Organize information and ideas around a topic to plan and prepare to write. B. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. C. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	W.8.4
<p>SL.8.1: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	SL.8.5



B. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.

Writing, Speaking and Listening: Second Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence. D. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. E. Establish and maintain a formal style. F. Provide a concluding statement or section that follows from and supports the argument presented.</p>	W.8.4
<p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E. Use precise language and domain-specific vocabulary to inform about or explain the topic. F. Establish and maintain a formal style. G. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	W.8.4
<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. D. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. E. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. F. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	W.8.4
<p>SL.8.1: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	SL.8.5



D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Writing, Speaking and Listening: Third Quarter

Priority Standards	Integrated Standards: As Needed
<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence. G. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	W.8.4
<p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. H. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	W.8.4
<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. G. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	W.8.4
<p>W.8.5: Conduct short research projects to answer a question (including a self- generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	W.8.4
<p>W.8.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	W.8.4
<p>SL.8.2: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p>	SL.8.5
<p>SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and</p>	SL.8.5



sufficiency of the evidence , and identifying when irrelevant evidence is introduced.	
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence , sound valid reasoning , and well-chosen details; adapt speech to a variety of contexts and tasks .	SL.8. 5

Writing, Speaking and Listening: Fourth Quarter

*Teachers will utilize formative assessment data to identify specific Writing Standards, which support the Reading Literature and Reading Information Standards, during the final quarter of instruction. Teachers will provide students with opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or small group settings, or with a partner. Language skills, which include grammar and conventions, are inseparable from and vital to reading, writing, speaking, and listening.