

Charts to Clarify 8th Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for Eighth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character , or provoke a decision.	3. Analyze how a text makes connections among and distinctions between individuals, ideas , or events (e.g., through comparisons, analogies, or categories).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts .	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative , and technical meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts .
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.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept .
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	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.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea .
8. (Not applicable to literature)	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	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 .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems , at the high end of grades 6–8 text complexity band independently and proficiently .	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- 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.
 - ___ SL.8.1a 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.
 - ___ SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - ___ SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - ___ SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 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; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/>	1. Observe conventions of grammar and usage. ___ a. Form and use verbs in the active and passive voice. ___ b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. ___ c. Recognize and correct inappropriate shifts in verb voice and mood.*
<input type="checkbox"/>	2. Observe conventions of capitalization, punctuation, and spelling. ___ a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). ___ b. Use a comma, ellipses, or dash to indicate a pause or break. ___ c. Spell correctly.
<input type="checkbox"/>	3. Make effective language choices. ___ a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/>	4. Determine word meanings (<i>based on grade 8 reading</i>). ___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>precede, recede, secede</i>). ___ c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). ___ d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.
<input type="checkbox"/>	5. Understand word relationships. ___ a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. ___ b. Distinguish a word from other words with similar denotations but different connotations.
<input type="checkbox"/>	6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.

* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades.

TEXT TYPES AND PURPOSES

- 1. Write arguments in which they:
 - ___a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.
 - ___b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.
 - ___c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.
 - ___d. Sustain an objective style and tone.
 - ___e. Provide a concluding statement or section that follows logically from the argument.
- 2. Write informative/explanatory texts in which they:
 - ___a. Introduce and establish a topic and organize information under broader concepts or categories.
 - ___b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.
 - ___c. Use varied links and sentence structures to create cohesion and clarify information and ideas.
 - ___d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.
 - ___e. Provide a conclusion that follows logically from the information or explanation presented.
- 3. Write narratives in which they:
 - ___a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences.
 - ___b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.
 - ___c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.
 - ___d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.
 - ___e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
- 6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.
- 8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
 - ___a. Apply *grade 8 reading standards* to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).
 - ___b. Apply *grade 8 reading standards* to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).

RANGE OF WRITING

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