

**ENGLISH LANGUAGE ARTS
GRADE 8 ESSENTIAL CURRICULUM**

READING LITERATURE

RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
	<ol style="list-style-type: none">1) Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.2) Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.3) Demonstrate comprehension of a text with after reading strategies by<ol style="list-style-type: none">a) explaining the main ideasb) identifying what is directly stated in the textc) drawing inferencesd) drawing conclusionse) verifying or adjusting predictionsf) making new predictionsg) paraphrasing and summarizingh) making connections between the text and oneself4) Participate actively and appropriately in discussions about literary texts.5) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.6) Use appropriate academic or domain-specific words when discussing or writing about literature.7) Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning of a literary text.8) Among multiple pieces of evidence identify the strongest piece of evidence that suggests logically what might be true about characters, setting, plot, etc.9) Distinguish between connotations and denotations of words for understanding.10) Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts.
RL2 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.	
	<ol style="list-style-type: none">1) Determine the interaction among characters, setting, and plot through a text.2) Present sound, valid reasoning and well-chosen details in a focused, coherent manner.3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.4) Use appropriate academic or domain-specific words when discussing or writing about literature.5) Use a variety of transition words to convey sequence.6) Examine the interaction of characters, setting, and plot to express a theme.7) Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.
RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a	

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character of provoke a decision.	
	<ol style="list-style-type: none"> 1) Examine what a character in a story or drama thinks, says, or does. 2) Connect how a character’s speech, thoughts, or action cause movement within the plot or drama. 3) Show how a character’s speech or thoughts reflect the traits a character displays 4) Use evidence from a literary text to support analysis. 5) Present claims emphasizing the most important points supported by pertinent descriptions and details. 6) Use precise words and descriptive details to convey events. 7) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8) Use appropriate academic or domain-specific words correctly when writing about or discussing literature.
RL4 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.	
	<ol style="list-style-type: none"> 1) Use context as a clue to the meaning of words and phrases. 2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 3) Verify an inferred meaning of a word or phrase in a dictionary. 4) Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning. 5) Use evidence from a literary text to support analysis of word choice. 6) Interpret analogies and literary allusions as a way to construct meaning in a literary text.
RL5 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.	
	<ol style="list-style-type: none"> 1) Demonstrate an understanding of literary style. 2) Explain how the structures of multiple texts are alike and different. 3) Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written. 4) Use evidence from literary texts to support a comparative analysis of text structures. 5) Use knowledge of language including style.
RL6 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.	
	<ol style="list-style-type: none"> 1) Demonstrate knowledge of mood. 2) Compare and/or contrast one’s own views to those of a character or characters. 3) Explain how shared or opposing points of view between a reader and character can generate a specific mood. 4) Use dialogue to develop characters. 5) Analyze inferences drawn from a literary text. 6) Use vocabulary knowledge when considering words and phrases important to comprehension.
RL7 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.	

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	<ol style="list-style-type: none"> 1) Examine the likenesses and differences between a written literary text and its filmed or staged version. 2) Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text. 3) Support ideas with relevant evidence. 4) Use evidence from literary texts to support analysis and reflection. 5) Use details presented in diverse media and formats and evaluate the motives behind the creation of its presentation. 6) Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. 7) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8) Use appropriate academic or domain-specific words when discussing or writing about literature.
RL8 (not applicable to literature)	
RL9 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.	
	<ol style="list-style-type: none"> 1) Demonstrate the behaviors of a strategic reader to a given literary text. 2) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 3) Use evidence from literary texts to support analysis and reflection. 4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5) Use appropriate academic or domain-specific words when discussing or writing about literature. 6) Demonstrate an understanding of universality. 7) Compare the literary elements of a modern fiction text to a traditional fiction text. Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts. 8) Present findings using relevant evidence and well-chosen details.
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.	
	<ol style="list-style-type: none"> 1) Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 2) Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. 3) Set personal goals and conference regularly with adults to improve reading.

READING INFORMATION

RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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	<ol style="list-style-type: none"> 1) Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 2) Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. 3) Demonstrate comprehension of a text with after reading strategies by <ol style="list-style-type: none"> a) explaining the central ideas b) identifying what is directly stated in the text c) drawing inferences d) drawing conclusions e) verifying or adjusting predictions f) making new predictions g) paraphrasing and summarizing h) making connections between the text and oneself 4) Participate actively and appropriately in discussions about informational texts. 5) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6) Use appropriate academic or domain-specific words when drawing inferences. 7) Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms the meaning of an informational text. 8) Among multiple pieces of evidence identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc. 9) Distinguish between connotations and denotations of words for understanding. 10) Use relationships between words for understanding.
RI2 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.	
	<ol style="list-style-type: none"> 1) Determine and examine the relationships between and among ideas throughout a text. 2) Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner. 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4) Use appropriate academic or domain-specific words when discussing or writing about informational text. 5) Use a variety of transition words to convey relationships between and among ideas. 6) Synthesize relevant evidence to formulate a central idea. 7) Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.
RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

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	<ol style="list-style-type: none"> 1) Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text. 2) Identify how the differences or likenesses between or among individuals, ideas, or events are revealed. 3) Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events. 4) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 5) Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.
RI4 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.	
	<ol style="list-style-type: none"> 1) Use context as a clue to the meaning of a word or phrase. 2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 3) Gather vocabulary knowledge when considering a word or phrase important to comprehension. 4) Determine the meaning of figures of speech in context. 5) Determine the suggested meaning of connotations of words that address the same technical meaning. 6) Use evidence from an informational text to determine the effect of analogy and allusion to other texts on meaning of the text. 7) Examine word choice, relationships between words, and references to other texts as an aid to comprehension and a clue to tone.
RI5 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.	
	<ol style="list-style-type: none"> 1) Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description. 2) Evaluate the effectiveness of the structure in presenting the information. 3) Use evidence from an informational text to support analysis of paragraph structure. 4) Determine the author's purpose for the identified paragraph. 5) Determine the relationship among certain sentences within the paragraph. 6) Draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph. 7) Use grade-appropriate academic and domain-specific words when explaining the roles of sentence within the paragraph.
RI6 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.	
	<ol style="list-style-type: none"> 1) Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas) 2) Use appropriate transitions to clarify the relationships among ideas. 3) Determine the difference between an author's position and any opposing positions. 4) Examine the organization of the text to determine the transitions among ideas that signal and address opposing viewpoints. 5) Use words, phrases, and clauses to clarify the relationships between claims, counterclaims, and reasons.
RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to	

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present a particular topic or idea.	
	<ol style="list-style-type: none"> 1) Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation. 2) Determine how sound and sight affect the perception of words. 3) Assess the value of one medium versus another for presentation of a specific topic. 4) Use evidence from informational sources to support analysis and research.
RI8 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.	
	<ol style="list-style-type: none"> 1) Demonstrate knowledge of the organizational pattern of an argument. 2) Assess the value of the argument based upon supported claims. 3) Identify immaterial support. 4) Assess the credibility and accuracy of evidence. 5) Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support. 6) Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence.
RI9 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.	
	<ol style="list-style-type: none"> 1) Compare and contrast opposing information about the same topic from multiple texts. 2) Determine the credibility of each text. 3) Examine opposing portions of each text for bias. 4) Draw conclusions about the purpose of opposing facts or interpretation of the facts. 5) Use evidence from informational texts to support analysis. 6) Present findings using pertinent evidence
RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	<ol style="list-style-type: none"> 1) Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 2) Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. 3) Set personal goals and conference regularly with adults to improve reading.

WRITING

W1 Write arguments to support claims with clear reasons and relevant evidence.	
W1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing	<ol style="list-style-type: none"> 1) Adapt the prewriting stage of the writing process to an argument, including developing alternate claims. 2) Gather information to support claims. 3) Compare and contrast one’s own claim or claims to all other claims. 4) Compose a draft of an introduction that features a claim or claims in opposition to any alternate claim or claims.

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claims, and organize the reasons and evidence logically.	
W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<ol style="list-style-type: none"> 1) Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. 2) Use an established procedure to determine the accuracy of sources 3) Compose a draft of the body with attention to <ol style="list-style-type: none"> a) effective organization of support for a claim or claims b) frequently-confused words. c) spelling correctly d) formation of complete sentences e) using verbs in the passive and active voice f) subject-verb and pronoun antecedent agreement g) recognition of inappropriate shifts in pronoun number and person
W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<ol style="list-style-type: none"> 1) Combine ideas with the appropriate word or words that promote unity among claims, the confirmation of reasons, and acknowledgment of alternate claims. 2) Apply academic vocabulary to express relationships precisely. 3) Use transitions purposefully to respond to alternate claims and strengthen one’s own claim/s.
W1.d Establish and maintain a formal style.	<ol style="list-style-type: none"> 1) Identify and apply those elements that distinguish formal from informal style. 2) Maintain consistency in style and tone.
W1.e Provide a concluding statement or section that follows from and supports the argument presented.	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument. 2) Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. 3) Edit for <ol style="list-style-type: none"> a) frequently confused words b) correction of spelling c) correction of vague pronouns d) correction of inappropriate shifts in verb tense e) correction of shifts in verb voice and mood f) correction of misplaced and dangling modifiers g) punctuation of nonrestrictive/parenthetical elements Prepare the final product for presentation and/or publication 4) Revise for varying sentence patterns for meaning, reader/listener interest, and style.
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information	<ol style="list-style-type: none"> 1) Adapt planning and prewriting to address the demands of an informative text, including <ol style="list-style-type: none"> a) refining the focus of a topic b) gathering information on a specific topic c) examining information to determine the ideas and concepts

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<p>into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension</p>	<p>d) effectively organizing of information within an established structure e) including appropriate text features to aid understanding 2) Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas.</p>
<p>W2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>1) Gather information about a topic and evaluate that information from a variety of reliable print and digital sources. 2) Determine the most effective information gathered from a variety of reliable sources. 3) Compose a draft of the body with attention to a) effective organization of information b) frequently-confused words c) recognition of variations from standard English and use of strategies to improve expression in conventional language. d) formation of complete sentences e) subject-verb and pronoun antecedent agreement f) recognition of inappropriate shifts in pronoun number and person g) function of gerunds, participles, and infinitives in sentences. 4) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<p>W2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>1) Use the relationship between particular words to better understand each of the words. 2) Use accurately grade-appropriate general academic and domain-specific words. 3) Use words or phrases important to comprehension. 4) Use transitions purposefully to promote unity and comprehension.</p>
<p>W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>1) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 2) Consult reference materials to clarify and/or verify the precise meaning of a word or phrase.</p>
<p>W2.e Establish and maintain a formal style</p>	<p>1) Distinguish those elements that create formal from informal style. 2) Use specific words or phrases that support a consistent formal style. 3) Maintain consistency in style and tone. 4) Vary sentence patterns for meaning, reader/listener interest, and style.</p>

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<p>W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that integrates <ol style="list-style-type: none"> a) key components of the explanation and b) provides reinforcement for the explanation of a topic. 2) Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. 3) Edit for <ol style="list-style-type: none"> a) correct spelling b) correction of vague pronouns c) punctuation to show a pause or omission d) correction of misplaced and dangling modifiers e) punctuation of nonrestrictive/parenthetical elements 4) Revise for <ol style="list-style-type: none"> a) choosing words and phrases for effect and to convey ideas precisely 5) Prepare the final product for presentation and/or publication
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
<p>W3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ol style="list-style-type: none"> 1) Adapt the prewriting stage of the writing process to a narrative piece, e.g., <ol style="list-style-type: none"> a) focus on an experience or event, b) begin development of a character or characters and conflict, and c) outline a plot. 2) Compose a draft of an introduction that <ol style="list-style-type: none"> a) considers the role of the character or characters, b) reveals the conflict, and c) establishes the beginning of a plausible plot development. 3) Establish the role of the narrator and its effects contrasting it to the roles and the effects of those roles on other characters
<p>W3.b Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.</p>	<ol style="list-style-type: none"> 1) Compose a draft of the body of a narrative that considers the role of a plausible set of characters and events. 2) Apply knowledge of elements of characterization and plot development and their effect upon pacing and full development of characters. 3) Compose with attention to <ol style="list-style-type: none"> a) choosing words and phrases for effect and to convey ideas precisely b) varying sentence patterns for meaning, reader/listener interest, and style. c) maintaining consistency in style and tone. d) choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. e) formation of complete sentences f) using verbs in active and passive voice for effect. g) subject-verb and pronoun antecedent agreement h) using verbs in conditional and subjunctive mood for effect.

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<p>W3.c 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.</p>	<ol style="list-style-type: none"> 1) Analyze the impact of a specific word choice on meaning. 2) Use accurately grade-appropriate general academic words 3) Use words or phrases important to comprehension 4) Choose language that expresses ideas precisely and concisely. 5) Use transition words purposefully to promote unity within the narrative and promote comprehension.
<p>W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experiences and events.</p>	<ol style="list-style-type: none"> 1) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 2) Consult print or digital reference materials to clarify the precise meaning of a word 3) Verify the meaning of a word or phrase by checking a dictionary 4) Use figures of speech
<p>W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them. 2) Apply the revision and editing stages of the writing process to the narrative 3) Edit for <ol style="list-style-type: none"> a) frequently-confused words b) formation of verbs in indicative, imperative, interrogative, conditional, and subjunctive moods c) punctuation used for effect d) correction of shifts in verb voice and mood e) punctuation of nonrestrictive/parenthetical elements 4) Revise for <ol style="list-style-type: none"> a) choosing words and phrases for effect and to convey ideas precisely b) varying sentence patterns for meaning, reader/listener interest, and style. 5) Prepare the final product for presentation and/or publication
<p style="text-align: center;">W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
	<ol style="list-style-type: none"> 1) See W1, W2, W3, and W7 for specific application.
<p style="text-align: center;">W5 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.</p>	
	<ol style="list-style-type: none"> 1) See W1, W2, W3, and W7 for specific application. 2) See SL1, SL4, and SL5 for specific application.
<p style="text-align: center;">W6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	
	<ol style="list-style-type: none"> 1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 2) Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.”

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	<ol style="list-style-type: none"> 3) Use network resources effectively and efficiently. 4) Use technology responsibly. 5) Use technology to enhance learning and collaboration. 6) Use technology for communication. 7) Use technology to locate, evaluate, and organize information. 8) Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions.
W7 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.	
	<ol style="list-style-type: none"> 1) Follow an inquiry process. 2) Define a problem, formulate questions, and refine a problem and/or question. 3) Locate and evaluate resources. 4) Find data and/or information within a variety of print or digital sources. 5) Use a variety of formats to prepare the findings/conclusions for sharing. 6) Share findings and/or conclusions through a variety of print and multimedia venues.
W8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
	<ol style="list-style-type: none"> 1) Locate and evaluate resources. 2) Develop search terms vocabulary and searching strategies. 3) Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. 4) Evaluate and analyze the quality, accuracy, and sufficiency of notes. 5) Use appropriate bibliographic information.
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W9a Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	
W9b Analyze <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the	<ol style="list-style-type: none"> 1) Write in response to grade-level print, non-print, and digital literary or informational text(s).

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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”).	
W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	<ol style="list-style-type: none"> 1) Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. 2) Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.

LANGUAGE

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<ol style="list-style-type: none"> 1) Use precise words, relevant descriptive details and sensory language to convey experiences. 2) Apply an understanding of the formation and function of verbals and verbal phrases. 3) Analyze the use of verbals and verbal phrases in professional, peer, and their own writing.
L1.b Form and use verbs in the active and passive voice.	<ol style="list-style-type: none"> 1) Apply an understanding of the difference in formation and function of active and passive voice verbs. 2) Use precise words to capture action when writing. 3) Use verbs in the active and passive voice to achieve particular effects. 4) Analyze the effect of active and passive voice verbs in professional, peer, and their own writing.
L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<ol style="list-style-type: none"> 1) Apply an understanding of the formation and function of verbs in various moods. 2) Apply an understanding of the relationship between the mood of a verb and the purpose of a sentence. 3) Analyze the effect of verb mood on meaning in professional, peer, and their own writing. 4) Strengthen writing by editing for correct mood of verbs. 5) Use verbs in the conditional and subjunctive mood to achieve particular effects.
L1.d Recognize and correct inappropriate shifts in verb voice and mood.	<ol style="list-style-type: none"> 1) Apply an understanding of how an inappropriate use of verb voice and mood affects meaning. 2) Analyze the effect of verb voice and mood on meaning in professional, peer, and their own writing. 3) Strengthen writing by editing to correct inappropriate shifts in verb voice and mood.
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<ol style="list-style-type: none"> 1) Apply an understanding of the choices and functions among punctuation to show a pause. 2) Determine from context the purpose for a pause or break in speech or writing. 3) Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. 4) Strengthen writing by editing for correction punctuation to indicate a pause or break.

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L2.b Use an ellipsis to indicate an omission.	<ol style="list-style-type: none"> 1) Apply an understanding of punctuation to show an omission. 2) Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. 3) Strengthen writing by editing for correct punctuation to indicate an omission.
L2.c Spell correctly.	<ol style="list-style-type: none"> 1) Spell correctly grade-appropriate general academic and domain-specific words. 2) Use print, digital, and internalized knowledge resources to support correct spelling.
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L3.a Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<ol style="list-style-type: none"> 1) Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing. 2) Strengthen speech or writing by revising to achieve particular effects. 3) Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ol style="list-style-type: none"> 1) Apply an understanding of the various types of context clues to determine word or phrase meaning. 2) Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ol style="list-style-type: none"> 1) Apply an understanding of basic word parts as clues to word meaning. 2) Apply an understanding of root word families to determine the meaning of a word.
L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<ol style="list-style-type: none"> 1) Strengthen writing by using reference materials both print and digital to refine word choices.
L4.d Verify the preliminary	<ol style="list-style-type: none"> 1) Apply an understanding of the skills in L4 a-c to verify word meaning.

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determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5.a Interpret figures of speech (e.g., verbal irony, puns) in context.	<ol style="list-style-type: none"> 1) Use sensory language to capture the action and convey experiences and events. 2) Apply knowledge of figurative language including verbal irony and puns to a critical reading of a text. 3) Determine the meaning of words and phrases as they are used in a text including figurative language. 4) Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.
L5.b Use the relationship between particular words to better understand each of the words.	<ol style="list-style-type: none"> 1) Apply an understanding of connections between words to a critical reading of a text. 2) Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	<ol style="list-style-type: none"> 1) Apply an understanding of connotation to judge word choice. 2) Use precise words to capture the action and convey experiences and events. 3) Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.
L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	<ol style="list-style-type: none"> 1) Apply skills identified in CCSS 8 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

SPEAKING & LISTENING

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.	
SL1.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	<ol style="list-style-type: none"> 1) Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. 2) Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. 3) Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. 4) Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. 5) Conduct focused research as necessary to prepare for discussions. 6) Access prior knowledge to extend the topic under discussion.

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discussion.	
SL1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<ol style="list-style-type: none"> 1) Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary. 2) Apply a decision-making model to achieve consensus on a framework for a collegial discussion. 3) Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. 4) Redirect the discussion as needed to meet goals and deadlines. 5) Organize the group by assuming specific roles as needed.
SL1.c Pose questions that elicit connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<ol style="list-style-type: none"> 1) Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. 2) Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information. 3) Demonstrate collegiality when asking and responding to questions and comments. 4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<ol style="list-style-type: none"> 1) Attend to the contributions of others by paraphrasing or summarizing new evidence. 2) Examine and modify their opinions when credible evidence demands, explaining how new evidence effected the change.
SL2 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.	
	<ol style="list-style-type: none"> 1) Determine the purpose of information presented in diverse media or formats. 2) Connect specific information presented in diverse media or formats to the larger motive or intent of the text.
SL3 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.	
	<ol style="list-style-type: none"> 1) Apply critical listening strategies to determine the speaker's argument and claims. 2) Determine a central idea of a text analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3) 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. 4) 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. 5) Align specific claims to their supporting reasons to identify gaps in support. 6) Identify evidence that is irrelevant to the claim(s) and explain the effect of that evidence on the argument. 7) Identify and explain errors in reasoning and their effect on the argument.
SL4 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 volumes, and clear pronunciation.	

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	<ol style="list-style-type: none"> 1) Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. 2) Justify the inclusion of evidence and details that most effectively present claims and emphasize important points. 3) Verify and explain the reasoning used to select and organize evidence and details 4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
	<ol style="list-style-type: none"> 1) Select or create and justify the inclusion of multimedia and visual displays. 2) Follow fair use policies when incorporating multimedia components from other sources.
SL6 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 for specific expectations.)	
	<ol style="list-style-type: none"> 1) Demonstrate control of spoken language by adjusting speech to varying contexts and tasks. 2) See CCSS 7 L1, 2, and 3 for specific grade-level expectations.