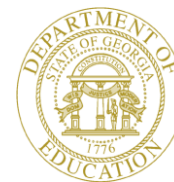


TEACHER GUIDANCE


FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



GRADE EIGHT



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to summary, paraphrase, or argument from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the literary elements (e.g., tone, diction, syntax, imagery, figurative language, plot construction, characterization)
- Make a practice of annotating texts (both formally and informally) as you read in order to gather text evidence for claims and for analyses
- Practice reading texts within the prescribed time limit for your grade-level expectations, for example completing a 300 page book within the number of days delineated by your assignment

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide frequent opportunities to examine individual literary and rhetorical elements within texts
- Require students to employ a formal annotation style and a formal note-taking style when appropriate (such as Cornell Notes)
- Familiarize students with the concept and structure of précis writing, and allow them to use a précis as the foundation or outline for a more extended analysis
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)
- Include the work of Georgia authors as appropriate
- Examine genre characteristics

Sample Task for Integration:

Because standard RL1 is concerned with discerning which evidence most strongly supports a claim or inference about the text, tasks supporting this standard should focus not simply on gathering evidence but on making determinations about the quality of that evidence. Using a literary text under consideration by the class, provide students with a list of analytical claims on four literary concepts within the text (this task can be repeated at intervals to scaffold learning of those concepts and terms). For example, for students examining Hatchet by Gary Paulsen; Group One: determine how Paulsen’s diction in chapter one creates a sharp, tense atmosphere that mimics Brian’s inner turmoil and foreshadows the crash. Group two: Provide several examples of nature imagery from Chapter 2; what can be inferred about Paulsen’s feelings about nature from this imagery? Etc. Students will jigsaw to compare findings that have supported the analytical claim, determining which evidence was best and why.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Tone	Mood	Figurative Language
Imagery	Genre	Literary period	Style	Voice
Characterization	Plot	Explicit	Inferred	Evidence
Analysis				

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL2: 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.

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice summarizing a text in a way that makes it absolutely impossible to determine your personal feelings about the text
- Make predictions about developing themes within your annotations and class notes, citing evidence that influences your evolving opinion
- Do not always accept the assertions of others regarding the theme or purpose of a piece; remember that in all reading we have the privilege of constructing a personal connection to the author and the text; make your own determination and allow it to grow and change as you discuss the text with other readers who may be more expert than yourself
- Incorporate all literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example, what were the recurring themes in American fiction during the Great Depression?) or in the works of a particular writer (Hemingway? Twain?)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole

Sample Task for Integration:

Identifying the theme or main idea of a literary text can sometimes be challenging, but identifying the development of that theme or idea through literary elements is even more difficult. Upon completion of a literary text under consideration by the class, use the reverse side of a roll of wrapping paper or some butcher paper to create a long plot line on the wall of the classroom (the line might go all the way around all four sides!). Using markers and with the text at hand, students will cite text evidence along the timeline that creates a visual representation of the development of the theme or central idea of the text. For example, students reading Little Women, by Louisa May Alcott, may identify the theme of “the importance of family” or “duty and responsibility in life,” etc. After agreeing upon a theme, students will cite text evidence along the timeline that identifies dialogue, action, events, images, etc. that support their assertions about the overarching theme. The timeline should provide a strong picture of the ways in which the author slowly but surely crafted and supported her theme and message.

Recommended Vocabulary for Teaching and Learning:

Characterization	Static	Dynamic	Protagonist	Antagonist
Plot Structure	Exposition	Rising Action	Climax	Falling Action
Resolution	Biased/Unbiased	Objective	Subjective	

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL3: 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.

Skills/Concepts for Students:

- Identify and analyze elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure, including parallel or sub-plots, understanding the way in which conflict drives the action in a story
- Identify and analyze the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.), understanding the ways in which an author creates a multi-dimensional and changing character (or a flat and unchanging one) by building contextual information around that character
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Allow students to explore the ways in which we are “characterized” in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom
- Point out the ways in which conflict drives plot action, addressing the “turning point” or “shift” in many narrative structures (it is often the resolution of the primary conflict that is identified as the climax that begins the falling action)

Sample Task for Integration:

Using a short text that describes a character and a major life event (such as a Sandra Cisneros, Gary Paulsen, or Gary Soto essay or excerpt); read the selection together as a class having students (either independently or in groups) keep a running list of every element in the story that could go toward characterization (for example, in “Eleven,” students will note that Rachel seems to be shy because she doesn’t speak up clearly when saddled with the sweater, that she is skinny because she explicitly says so, that she may not be well-liked because she is being bullied by Sylvia and even by the teacher, etc.). Keeping the turning point or end of the story unknown, stop and ask the students to make a prediction about what action the protagonist will take in the situation. Students must be prepared to argue the validity of their prediction based on facts and credible inferences they can make about the character based on the text.

Recommended Vocabulary for Teaching and Learning:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Dialogue	Conflict	First Person narrative
Second Person Narrative	Third Person Narrative	Omniscient	Objective	Subjective
Flashback	Foreshadowing			

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL4: 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.

Skills/Concepts for Students:

- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example alliterative “p” in “the pitter patter of plopping droplets” evoking the sensory experience of rain)
- Readily identify and understand the major types of figurative language (for grade 8: metaphor, simile, hyperbole, personification, and idioms)
- Understand the difference between analogy and allusion: an analogy uses one concrete example to make a point about another concept (for example being on the internet is like driving a race car - it is fast and fun, but can be dangerous if used incorrectly) while an allusion is an indirect reference to another literary work or well-known concept (Randy was running for the office of mayor, and considered that little office in city hall to be Camelot)
- Review and understand the basics of poetic structure and language appropriate to grade 8 (lyric and narrative forms, including ballad, sonnet, ode, free-verse, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn’t actually wave hello)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter

Sample Task for Integration:

Choosing poems that rely heavily on figurative and other nuanced or especially connotative language for their beauty and power (such as Dylan Thomas’ “Do Not Go Gentle Into that Good Night,” Emily Dickinson’s “Because I Could Not Stop for Death,” or Langston Hughes’ “A Dream Deferred”) give each student or group of students a different poem and have students write a brief analysis describing the audience, purpose, tone, and mood of the poem. The second step will be to rewrite the poem replacing any language that is figurative in the poem with concrete language that is synonymous with the figurative terms. Students will trade poems so that they are exposed only to the literal version of the second poem. Students will then write a second brief analysis describing the audience, purpose, tone, and mood of the edited poem. In teams, allow students to compare the analyses of the poems before and after the changes in order to appreciate the ways in which the figurative and connotative language created the artistic merit of the poem.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Allusion	Idiom	Hyperbole	Onomatopoeia	Symbolism
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Meter	

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL5: 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.

Skills/Concepts for Students:

- Analyze and evaluate common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast)
- Understand and apply knowledge of voice/point of view, author’s purpose, genre expectations, audience, length, and format requirements
- Recognize and understand the practical and literary merits of traditional structures such as similarity and difference, posing and answering a question, chronological order, etc.)
- Apply knowledge of plot structure devices such as frame narrative, epistolary novel, in medias res, flashback, and foreshadowing
- Analyze and evaluate the impact of narrative voice on the structure of a novel (first person narration versus dialogue-heavy text for example)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Use graphic organizers to identify and illustrate the organizational structure of various texts
- Purposely provide examples of texts with varying plot structures such as those told in frame or flashback, pointing out the structural elements
- Provide students with opportunities to “shadow write” in the organizational style of a favorite author or genre; for example require a routine writing narrative sample to be written in flashback
- Integrate film clips on texts under consideration by the class to illustrate the concepts of flashback, frame, or in medias res (films tend to employ these devices more regularly than written texts because they are film-friendly)

Sample Task for Integration:

Compare and contrast two texts about the same period or event (for example Number the Stars, a story of a young girl’s experience in the holocaust, which is written in third person but employs some flashback, and Anne Frank, the Diary of a Young Girl on the same subject but written in an epistolary, diary-entry fashion). As an alternative to reading both full texts, choose one chapter from each book on which to concentrate. Students will rate the text through a rubric, giving subjective scores for reader engagement, overall interest, ease of comprehension, etc. Compile the scores for both texts and discuss how the differences in structure contributed to overall higher or lower scores for each text.

Recommended Vocabulary for Teaching and Learning:

Compare	Contrast	Organizational Structure	Foreshadowing	Logical order
Chronological order	Pose/answer	Similarity/difference	Frame novel	Epistolary novel
Graphic organizer	Cause/effect	Dialogue	Flashback	In Medias Res

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Skills/Concepts for Students:

- Review and apply knowledge of the concept of dramatic irony, from which most suspense and comedy derives (dramatic irony exists when one or more characters in a text knows something crucial than the other character or characters do not know; for example when the protagonist is about to step into a trap, but she doesn't know it)
- Be aware of this construction and try to identify examples in text and film where withheld knowledge creates suspense or humor
- Apply the concept of dramatic irony in your own writing

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Use illustrative examples from movies and television of various types of comedy that derive from incomplete knowledge among the characters (such as farce, comedy of errors, or situational comedy)
- Use illustrative examples from text and film where suspense is created by incomplete knowledge among the characters (for example in Romeo and Juliet when the audience knows that Juliet is not really dead, but Romeo does not)
- Provide opportunities for students to experiment with dramatic irony in focused writing assignments

Sample Task for Integration:

Examine a movie that provides an easy-to-understand example of dramatic irony, such as The Sixth Sense, where the boy Cole knows that the doctor played by Bruce Willis is dead, but the doctor doesn't realize it; or Star Wars, where Luke Skywalker does not know that Darth Vader is his father, but the audience does. Choose a clip or clips from the movie that illustrate the content of the irony (climatic points near the end of each film would be appropriate, where the "big reveal" takes place). Do not introduce the concept of dramatic irony before viewing the clip(s). Have students discuss who knew what when, and how this knowing contributed to making the movie interesting or suspenseful. After students have defined the concept through experience, introduce them to the term. An exit slip for this activity could require students to identify another movie, tv show, or book that used dramatic irony to create comedy or suspense.

Recommended Vocabulary for Teaching and Learning:

Suspense	Comedy	Irony	Dramatic Irony	Verbal Irony
Situational Irony	Context			

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL7: 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.

Skills/Concepts for Students:

- Make it a practice to watch films based on books you have enjoyed, or to read the original text from which a movie you enjoyed was derived; note the kinds of differences typically made in the translation (time considerations are often paramount, for example, with movies requiring scenes to be removed that appeared in the original text)
- Take advantage of and create opportunities to attend live dramatic performances if possible
- Look at scripts when they are available when comparing film to original text
- Become familiar with some of the rudimentary aspects of visual texts, such as camera angles and lighting, and consider how these impact the tone and mood of the text as it is presented visually

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Explore choices made by authors in creating live or film versions of text as they relate to audience and purpose; identify whether the audience and/or purpose have shifted from their original intent in the text (for example the movie “O” with Julia Stiles is intended as a story of love and betrayal that would appeal to a date-night audience of young American consumers, while Shakespeare’s original Othello on which it is based, was written to appeal to adults with a different education level and cultural experience)
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (for example, that a love story between older people would not be as appealing as a love story between young people, or that audiences do not have the intellectual stamina for a certain subplot or structure)
- Provide a text of a movie script for visual and point-by-point comparison between texts if possible
- Spend some instructional time on some elements of visual texts and visual rhetoric (such as the use of color, light, angles)

Sample Task for Integration:

Students will probably have ample opportunities to compare written texts to film versions as this standard is addressed in the classroom. An alternative task that would further cement students’ ability to discern some of the changes we find between books and films/play would be to require students to create a treatment for a film version of a book under consideration by the class. In teams or pairs, have students study the original text and create a storyboard of the major characters and events in the book. Model and lead them in conducting a meaningful collaborative discussion about which elements would translate well to film or the stage and why, as well as identifying ones that would not (extended internal monologue, for example, a scene that would be too costly or complicated to realistically depict, or a subplot that creates too much drag on the pacing). Each team should submit a list of 3 elements to be changed or removed for translation to film, with a text-based rationale explaining why.

Recommended Vocabulary for Teaching and Learning:

Script	Abridge	Visual Rhetoric	Drama	Cinema
Stage Direction	Dialogue	Pace	Plot Structure	

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL8: (Not applicable to literature) ELACC8RL9: 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.

Skills/Concepts for Students:

- Work to construct background knowledge of major foundational works from which modern literature draws (the Bible, the Quran, Homer, Ovid, Shakespeare, mythology from various cultures, etc.)
- Understand and apply the concepts of allusion and allegory
- Generalize concepts of setting, plot, characterization, and other narrative elements so that specific instances of these may be recognized as having thematic similarities or differences (for example “villain” or “dark and stormy night”)
- Acquire or review basic knowledge of literary periods and major works

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Expose students to referential examples of the major works from which many later works derive
- Place a world map and world timeline on the walls of the classroom for easy contextual reference
- Provide examples of well-known literary treatments (West Side Story from Romeo and Juliet, or Oh Brother, Where Art Thou from The Odyssey) as a springboard for understanding earlier treatments (such as Shakespeare) from ancient texts (such as the Bible)
- Provide examples of allusion to foundational texts (such as “you’ve really opened a Pandora’s box) as a mini-example of a larger literary transformation
- Provide explicit instruction on archetypes and archetypal characters such as The Hero and The Hero’s Journey

Sample Task for Integration:

Acquaint students with various archetypal characters, engaging in a collaborative discussion about why the enduring elements of human nature have made such archetypes recognizable to us. Using well-known archetypes such as The Reluctant Hero (such as Bilbo Baggins), The Anti-Hero (such as Hans Solo), the Shapeshifter (transforming between bad and good, such as Snape), The Fool, or The Villian, guide students in identifying characters that fit archetypal molds from various texts under consideration, or from books and films in their experience. Each example will be accompanied by a minimum of 5 citations from the text that support the student’s assertion.

Recommended Vocabulary for Teaching and Learning:

Allusion	Allegory	Myth	Traditional	Classical
Archetype	Homer	Ovid	Shakespeare	Theme
Pattern	Greek Myth	Roman Myth	Coyote Trickster	Anansi Spider

	Grade 8 CCGPS
	Reading Literary (RL)
	ELACC8RL10: 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.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Strategies for Teachers:


- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Include the work of Georgia authors as appropriate

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally by the end of the year each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles and from which to draw recommendations for continued independent reading.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to summary, paraphrase, or argument from opinion (analysis the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements (e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in formal academic work and collaborative discussion
- Annotate texts as you read, both formally for analytical reference, and informally to cement comprehension
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require annotation of texts both formally and informally, and institute a note-taking system such as Cornell notes (review and evaluate notes periodically)
- In Grade 8, require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)
- Include the work of Georgia authors as appropriate

Sample Task for Integration:

Integrate a real-world application of informational texts in completing a process. This activity can be conducted as a race, naming those students who negotiate the technical instructions most efficiently as the winners. Provide students with an object to be assembled or a procedure to be completed (this can be anything from assembling a Lego model to following a recipe to installing a piece of software). Purposefully place elements within the instructions to challenge students’ ability to negotiate complex informational texts, such as footnotes, asterisks, domain-specific language, etc. After the activity, conduct a debriefing where students can refer to the instructional text to specifically identify the elements which caused them the most confusion, or cost them the most time, addressing those elements as necessary.

Recommended Vocabulary for Teaching and Learning:

Pathos	Logos	Ethos	Parallelism	Logical Fallacy
Antithesis	Allegory	Annotation	Explicit	Implicit
Inferred	Analysis	Strategy	Rhetoric	Bias
Abstract	Journalism	Fact/Opinion		

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI2: 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.

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims; assign each piece of evidence a number from 1-10 to indicate the strength of the evidence

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea, for example in a scientific article the main idea will be identified and described in the abstract
- Have students construct “reverse graphic organizers” from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:

Provide students with 3 informational documents of varying types; for example a computer gaming manual, a complicated recipe, and political document such as the Bill of Rights. Have students use computer models or chart paper to create an outline of each document that shows its structure. Students will highlight diction, transitions, or structures that support their assertion about the organizational type (for example if the recipe is in logical order they will highlight words like “after,” “before,” and “while”). Other selections will be more complex and can include such structures as compare/contrast, pose and answer a question, chronological order, etc. In conclusions, students will present orally for 1-2 minutes explaining why the structure of their document is or is not the most optimal structure for this type of communication (e.g., logical order for a recipe.) Students may for example argue that chronological order of passage is not the best organizational structure for the Bill of Rights and that Order of Importance might have been more appropriate.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Objective	Subjective		

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Skills/Concepts for Students:

- Analyze and evaluate common textual features and organizational structures
- Include examination of author’s purpose, intended audience, and possible biases when analyzing text
- Notice structure and connections/distinctions in everyday informational texts, and form opinions about the appropriateness of a given structure for a given purpose (for example, notice the logical connections between things like the placement of items within a grocery store, or the grouping of texts in a library)
- Practice a variety of communication strategies for conveying information (is an analogy more effective than a direct description for instance)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Have students use multiple communications strategies for an informational process (for example anecdote, analogy, categorization)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams)
- Provide explicit instruction for this standard on technical text structures such as in-text citations, formal manuscript styles, glossaries, indexes, footnotes, running headers, etc.)

Sample Task for Integration:

Working with an extended text that attempts to explain a complicated phenomenon such as The Great Depression, the Vietnam War, or Global Warming, have students create a connection web. Using index cards and yarn, students will make cards depicting isolated people, events, or facts in the text, and will connect them with various colors of yarn (red for direct causation, blue for unsupported claim, black for invention or discovery, etc.) While the creation of this web will be an inexact science and somewhat subjective, it will serve to illustrate the dynamic interconnectedness of the text and the general outline and quality of the evidence it presents. Students may be required to write a brief analysis based on the exercise regarding their perceptions of the level of interconnection between concepts within the text before the activity and after the activity.

Recommended Vocabulary for Teaching and Learning:

Comparison	Analogy	Categories	Abstract	Body
Conclusion	In-text citation	Glossary	Index	Footnote
Similarity/Difference	Category			

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI4: 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.

Skills/Concepts for Students:

- Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech, and graphics to aid in comprehension of complex informational text
- Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

To scaffold and reinforce strategies for decoding complex technical documents, provide students with a variety of texts to paraphrase. In a class of 25 students, try giving 5 different texts so that students have a variety of works for comparison (each student will paraphrase only one, but he or she will have 4 peers with which to work in a group afterward for comparison). Students will use a legal contract, scientific procedure, or other unfamiliar informational document and will attempt to provide an element-for-element translation/paraphrase into layman’s terms of the document’s content. Students will then have collaborative discussions with their peers who paraphrased the same document to compare their understandings. Students will work together to provide one final, comprehensive “translation” that they agree is the best possible one. (This activity should be conducted without the use of reference materials, at least for the first draft). Students may trade their final translations and original documents with other groups to solicit feedback.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Analogy	Allusion
Diction	Tone	Root	Etymology	

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI5: 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.

Skills/Concepts for Students:

- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, footnotes, index, bibliography)
- Analyze and evaluate common organizational structures (e.g. graphic organizers, logical order, cause and effect relationships, comparison and contrast)
- Review and apply knowledge of varying sentence structures, noting those that are most effective in a given text (beginning with a subordinate clause for example, or the effective placement of phrases and modifiers)
- Recognize the effective placement of topic sentences in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to “reverse engineer” technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share effective examples of the integration of quotes within texts, the integration of in-text citations, the placement of anecdotal evidence, etc.
- Share effective student writing samples with annotations pointing out effective structure and support

Sample Task for Integration:

In pairs, have students examine an informational text under consideration in order to identify the structure of the paragraphs. Students will choose or be assigned a passage from the text that is 5-10 paragraphs long. Students will note items such as whether the topic sentence is the first sentence or whether it is preceded by a transitional sentence, the use of transitional words/phrases, the average number of sentences per paragraph, how many paragraphs tend to develop a single topic, how many discrete pieces of evidence or support for each topic sentence are included in a paragraph, and the type of diction (technical, figurative, colloquial, analogous, etc.). The final step will be to construct a brief, written analysis of the author’s paragraph-construction strategies to be shared with the class. Students working on the same passages may be interested to compare results.

Recommended Vocabulary for Teaching and Learning:

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI6: 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.

Skills/Concepts for Students:

- Recognize and trace the development of an author's argument, point of view, or perspective in text
- Distinguish between Point of View as in narrative voice (first person, omniscient, etc.) and Point of View as in opinion or perspective
- Be alert for author bias both when it is overt and when it is subtle; subtle bias is often expressed through diction (think for example of the difference in connotation between a newscaster describing someone as a radical and another describing him or her as an activist)
- Understand and apply knowledge of exploration of counter-claims within an argument or opinion piece
- Practice summarizing works without editorial bias and be alert for unintended bias in your own work

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Explore foundational background knowledge about current topics and political platforms to provide students with an understanding of some of the major debates in current American society
- Use advertisements, both print and televised, to identify and deconstruct author's point of view, bias, and treatment of counterclaims if any
- Use political essays and Op/Ed pieces from the local newspaper to examine author's point of view and purpose in an argument; use competing points of view on similar subjects to allow students to identify and examine how the author reveals or successfully refuses to reveal his or her stance on an issue

Sample Task for Integration:

Have students examine excerpts from several Op/Ed pieces from the local newspaper. Delete the author's name and any context that would alert the student to the author's stand on any given issue (for example students might easily deduce the stand Michael Moore or Rush Limbaugh might take on a given issue). Have the students attempt to ascertain the bias or point of view of the author of the piece depending solely on the diction, tone, and spin the author has used in his treatment of an issue. Students will assign an assumed point of view to each piece, citing text evidence to support their assertions. At the end of the activity the authors will be revealed to see whether the students accurately guessed their affiliations and stance.

Recommended Vocabulary for Teaching and Learning:

Bias	Audience	Purpose	Point of View	Editorial
Spin	Political Platform	Party Affiliation	Journalism	Propaganda
Logical Fallacy	Counter-claim			

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in cutting edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Develop a personal aesthetic sensibility regarding preferred media based upon the appropriateness and effectiveness of certain tools for particular types of communication (for example, instructions for a walk-through of a difficult video game often benefit from a visual platform, such as YouTube, while print platform such as a blog or wiki may be the best medium for an interactive discussion)
- Become a more sophisticated and analytical consumer of media, evaluating texts that you consume in all formats for their effectiveness

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect hair/teeth/bodies on movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:

Have students conduct a short research project on the Kennedy Nixon debate of 1960. While this event may seem like ancient history to students, it stands as an unequaled example of the power of media in its infancy in the United States, and an enlightening indicator of the power media would have on us as a society in the coming decades. Students working individually or in pairs or teams will investigate the history of the 1960 election and the expected outcome prior to the televised debate. Students should examine the now famous choices of lighting, make-up, shirt, suit and tie of each candidate and the social and political commentary about the incredible impact of the competing visual images of Kennedy and Nixon within that short debate on the outcome of the election and the future of the country. Can one man’s necktie change the history of the free world? Students will use extensive evidence from video clips, commentary, magazine articles, news footage, etc., to document their findings. Finally, students will discuss or write about how they think visual presence impacts the political climate in the United States today.

Recommended Vocabulary for Teaching and Learning:

Media/Medium	Digital	Film	Print	Journalism
Cyber	Multimodal	Multimedia	Embedded	Platform
Blog	Wiki	PowerPoint	Prezi	Film

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI8: 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.

Skills/Concepts for Students:

- Use information from a variety of consumer, workplace, and public documents (e.g., job applications, contracts, instructions) to explain a situation or decision or to solve a problem
- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge of syllogisms, inductive reasoning and deductive reasoning
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of fallacy, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:

As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as <http://nd.edu/~sheridan/DebateElements.pdf>). This will be a multi-step, academically rigorous process subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as The Great Debaters or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Pathos	Logos	Ethos
Bandwagon	Hasty Generalization	Induction	Deduction	Syllogism
Debate	Premise	Rebuttal		

	Grade 8 CCGPS
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Reading Informational (RI)**ELACC8RI9: 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.****Skills/Concepts for Students:**

- Employ knowledge of organizational structures relevant to multiple or competing information or points of view (such as Similarities/Differences, Compare/Contrast, Cause/Effect)
- Read a wide variety of texts across genres, historical periods, styles, and points of view; but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view
- Make it a practice to construct your own assessment of the validity of a claim or assertion without relying on the “experts” or even the newscasters or journalists, but relying instead on your own ability to identify fallacies and unsupported claims versus solid arguments

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom
- Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively in order to understand that the power of an argument does not always lie in the argument’s validity but in the skill of the rhetorician
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students’ knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event (such as primary source documents depicting unrest among colonists in America from the colonists point of view and from newspapers in England) to gain historical perspective on the concept

Sample Task for Integration:

Assign students to conduct a close examination of the visual text of a newscast as a homework assignment. Alternatively, students may watch recorded news programming within the classroom. Students will annotate the visual text by notating each major topic presented and a brief summary of what was reported. If done for homework, students should be assigned various news networks to view, especially those with a reputation for politically biased reporting (for example, many cable news networks, both left- and right-leaning). Students will come to class prepared to provide a summary of the news report, including which stories led, adjectives and other modifiers used to describe events and individuals, and a summary of what the viewer perceived to be the “truth” or main idea of the story. Students will compare their notes on similar stories from different news networks (for example the perceived winner of a presidential debate?). An extension of this activity might include a fact-checking assignment to vet the facts as reported in conflicting reports.

Recommended Vocabulary for Teaching and Learning:Compare/contrast
ConflictSpin
Point of viewBias
ValidityVenn Diagram
Rhetoric

Interpretation

	Grade 8 CCGPS
	Reading Informational (RI)
	ELACC8RI10: 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.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Strategies for Teachers:


- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as Motor Sports magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Rhetoric	Summary	Analysis
Annotation	Evidence	Inference	Citation	Journal
Memoir	Periodical	Biography	Autobiography	Literary non-fiction

	Grade 8 CCGPS
	Writing (W)
	<p>ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of rhetorical strategies and structural strategies such as parallel structure or purposeful repetition
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use sophisticated strategies for introduction such as a powerful anecdotal story and avoid listing the points you will make in your argument
- Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Allow students to use the infrastructure of famous arguments (for example Patrick Henry’s “Give Me Liberty or Give Me Death” speech) to write their own “shadow argument” using the same rhetorical strategies as the famous original
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. To scaffold and support the later, have students practice writing argument-based analysis essays on a text under consideration by the class. Students will carefully read a text and construct an arguable claim based on the author’s use of literary and rhetorical strategies in the piece. For example, one student may argue that Stephen Crane was a very pessimistic author whose dark view of the human cost of war was oppressive, while another may argue that Stephen Crane was a visionary who believed a world without war was possible and that the human capacity to appreciate beauty is undimmed even by the most horrific experiences. Students will use text evidence of the author’s use of elements such as diction, imagery, syntax, and figurative language to support their claim, but will also be required to synthesize the information and form considered opinions about author’s purpose, audience and bias. An extension to the activity can include oral presentation of the arguments and/or debate.

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Formal Style (APA, MLA)	Introduction	Body	Conclusion	Rhetoric

	Grade 8 CCGPS
	Writing (W)
	<p>ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your exposition
- Use sophisticated strategies for introduction such as a powerful anecdotal story and avoid listing the facts you will cover in your exposition
- Be alert to the need to exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism
- Allow students to attempt constructing informational documents according to real-world parameters (for example an actual contract meeting legal specifications, or a scientific procedure meeting APA format requirements, or a military briefing or press release)
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

One of the most often-encountered types of informative texts encountered in the modern world is the process text, explaining how to complete a process or accomplish a task. For this assignment students will create an informational process essay that describes how to complete a simple task, such as the construction of a peanut butter and jelly sandwich, braiding a lanyard, or decorating a cupcake. Ideally students will be given no warning or time to prepare for this assignment and it should be written in a timed environment. Students will then trade essays and attempt to complete the task, but NO action can be taken that is not explicitly outlined in the essay. No task can be done out of order, and no action can be omitted. Therefore, if the student does not specify “take the bread out of the bag” first, then the sandwich cannot be made. Likewise, if it says only “put the peanut butter on top of the bread” then the jar may be set on top of the closed loaf and you also get no sandwich. This activity humorously illustrates the need for elimination of extraneous detail, clear transitions, and accurate facts in the writing of exposition.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Pre-write	Graphics	Multimedia	Multimodal	Transition
Relationship	Domain-specific	Formal Style (APA, MLA)	Cohesion	Extraneous
Format	Concrete	Literal	Denotation	Connotation

	Grade 8 CCGPS
	Writing (W)
	<p>ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

Skills/Concepts for Students:

- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Use all the steps of the writing process
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Engage students by having them write in unusual or experimental narrative styles
- Include poetry writing in creative writing explorations including free verse and structured verse using specific meter
- Include narrative writing in routine writing whenever possible

Sample Task for Integration:

Using a literary task under consideration by the class, have students adopt the persona of a character in the book and write a letter to the author discussing his or her (the character's) own characterization by that author, citing specific evidence from the text for all assertions. For example, after reading [Animal Farm](#), by George Orwell, a student may write a letter to Orwell as Snowball, arguing that his superior leadership skills and genuine concern for his fellow animals should have led to his eventual establishment as leader, or arguing that he doesn't agree that Napoleon would have been able to oust him. An extension of the activity may include dramatic presentations, in character, of the letters.

Recommended Vocabulary for Teaching and Learning:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing

	Grade 8 CCGPS
	Writing (W)
	ELACC8W4: 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.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements as appropriate in your writing

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

Organizational Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

	Grade 8 CCGPS
	Writing (W)
	ELACC8W5: 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 Language standards 1–3 up to and including grade 8.)

Skills/Concepts for Students:

- Practice using multiple steps in your writing as often as possible, with special focus on the evolution of your piece between the first and second drafts
- Emulate the styles of writers you admire in order to broaden your scope and skill set
- Note the admonition in standard W5 to “try a new approach,” and be aware that sometimes it is best to make a new start when editing is not yielding the desired results
- Review and maintain your knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English; sometimes these can be come rusty as a student progresses past the elementary grades

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like MicroSoft Word tools for word count and sentence structure)
- Consider implementing a “most improved” designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)

Sample Task for Integration:

In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing. Students can use text-based evidence to create the worksheet including commentary from previous essays from their portfolio that delineate common errors and elements from the rubrics. Peer- or self- review worksheets should be constructed so as to avoid “yes” or “no” questions such as “Does the student adequately develop his or her topic.” Instead, items should focus on constructed responses such as “list evidence for claim provided in paragraph 1” or “how many non-simple sentences appear in paragraph two.” A separate checklist can and should be developed for each genre of writing.

Recommended Vocabulary for Teaching and Learning:

Writing Process	Development	Strategy	Fluency	Diction
Organization	Planning	Revising	Editing	Drafting
Peer	Grammar	Conventions	Brainstorm	

	Grade 8 CCGPS
	Writing (W)
	ELACC8W6: 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.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Cite appropriately and avoid plagiarism
- Publish your work both to your classmates and digitally to the general public on a variety of platforms
- Peruse the sites for other classes and students across the country to see the writing of others

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity including maintaining a class website if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Task for Integration:

Develop a project wherein your class will establish a learning relationship with another class in another part of the country or the world (many platforms exist to facilitate such relationships, including “ECOT” or “Distance Collaborations.” Possibilities for interaction include a shared reading experience, co-written narratives or analyses, even dramatic interpretations. Students can employ a variety of technologies in the collaboration, such as co-writing or editing a document on a Cloud-type platform such as Sky Drive, presenting a dramatic interpretation via Skype, or co-creating a website. In all cases a strong and specific connection to texts under consideration should be shared by students in both locations.

Recommended Vocabulary for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	Grade 8 CCGPS
	Writing (W)
	ELACC8W7: 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.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Apply knowledge of informational texts and other content areas (such as how to generate an arguable thesis or scientific hypothesis) when constructing self-generated topics for inquiry
- Use appropriate parameters of focus in inquiries (neither too broad nor too narrow for adequate inquiry)
- Think critically, making sophisticated and unusual connections among ideas when developing multiple avenues of exploration

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Require formal manuscript style in construction and citation of research as appropriate
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make unusual and cognitively sophisticated connections between and among seemingly disparate ideas (for example an inquiry on “Ideas that Changed the World” might include the polio vaccine or silicon chip, but might also include stream-of-consciousness post-modern writing as practiced by James Joyce or William Faulkner, or Cubist painting)

Sample Task for Integration:

Students will create a WebQuest: an inquiry-oriented learning experience that links together engaging mini-explorations that integrate together to create a meaningful inquiry into a specific topic. Students can construct the WebQuest with any text-based focus that they choose, but one possible choice would be a whole text inquiry. Beginning with an extended text under consideration, for example Alas Babylon, by Pat Frank, students could create links to a biography of Frank, create a map of the geographic area, create character portraits of each character, explore themes and motifs from the book, etc. Not only will students be required to conduct multiple mini-research projects, but the aggregate of all of their research will effectively culminate into an overarching research project on the book itself.

Recommended Vocabulary for Teaching and Learning:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style (APA, MLA)	Navigate	Website	

	Grade 8 CCGPS
	Writing (W)
	ELACC8W8: 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.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Accurately summarize with bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Task for Integration:

Students are becoming ever more skilled at accessing digital sources of information (although they sometimes fail to vet sites for reliability or prepare appropriate citations). A more difficult skill for students today is navigating the print resources in the library. To strengthen students' ability locate and effectively use print resources, design a research inquiry that must be conducted within one class period with print resources only (no smart phones!) Students should have different text-based topics of inquiry so that they are not all competing for the same limited resources on the shelves of the library. Within a one hour class period it would be reasonable to expect students to find, for example, 2 informational texts, one encyclopedia or almanac entry, 1 graphic, and 1 journal article on a topic; alternatively, students could collect fewer resources but create a formal annotation from each of 2 or 3.

Recommended Vocabulary for Teaching and Learning

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style

	Grade 8 CCGPS
	Writing (W)
	<p>ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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>

Skills/Concepts for Students:

- Apply knowledge of literary elements such as diction, syntax, tone, imagery, and figurative language, incorporating warranted commentary on how and why the author employs specific strategies to achieve desired effects
- Apply knowledge of rhetorical strategies such as providing evidence for claims, employing pathos, logos, or ethos, using logical fallacies, and organizational ploys such as parallel structure, incorporating warranted commentary on how and why and author employs specific strategies to achieve desired effects
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form
- Maintain a focus on audience and purpose throughout

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Follow suggested curriculum guidelines for the production of text-based analysis essays with both an argumentative and an informational focus
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of *what* the text was about
- Require students to create formal annotations and citations at least occasionally
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence (for example, “Jane Eyre was a brave and headstrong girl” cannot stand without specific evidence to prove both points)


Sample Task for Integration:

Students may practice using basic précis writing in order to become adept at narrowing their focus to very specific literary or rhetorical elements of a text, and identifying audience and purpose (the building blocks of analysis). The Rhetorical Précis Format:

- In a single coherent sentence give the following:
 - name of the author, title of the work, date in parenthesis;
 - a rhetorically accurate verb (such as "assert," "argue," "deny," "refute," "prove," "disprove," "explain," etc.);
 - a that clause containing the major claim (thesis statement) of the work.
- In a single coherent sentence give an explanation of how the author develops and supports the major claim (thesis statement).
- In a single coherent sentence give a statement of the author's purpose, followed by an "in order" phrase.
- In a single coherent sentence give a description of the intended audience and/or the relationship the author establishes with the audience.

Recommended Vocabulary for Teaching and Learning:

Literary	Rhetorical	Summary	Paraphrase	Analysis
Précis	Diction	Syntax	Tone	Imagery
Figurative language	Delineate	Evaluate	Rhetoric	Claim

	Grade 8 CCGPS
	Writing (W)
	ELACC8W10: 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.

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Strategies for Teachers:


- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Task for Integration:

See sample tasks provided for ELACC8W1 through ELACC8W9 for suggestions on implementation of routine, research, and analysis writing in grade 8.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Grade 8 CCGPS
	Speaking and Listening (SL)
	<p>ELACC8SL1: 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.</p> <p>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> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Use your own judgment and ability to reason and analyze when evaluating the ideas and comments of others; become adept at listening carefully and employing your knowledge of evidence, rhetorical strategies, and logical fallacies when deciding what you will incorporate into your own accepted point of view
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

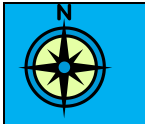
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

In teams large enough to require fairly extensive planning (e.g., 10 students), charge students with planning a multi-step process or project, such as the establishment of a class website, monthly news broadcast, etc. With no interference from adults if possible, allow students to find leaders, set goals, determine responsibilities, etc. Students will use their discussion as the oral text from which they will create their plan, citing evidence from the discussion in the form of parliamentary-style notes to provide support for the decisions they have made.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative



Speaking and Listening (SL)
ELACC8SL2: 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.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in cutting edge media applications
- Acquire or review basic knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Develop a personal aesthetic sensibility regarding preferred media based upon the appropriateness and effectiveness of certain tools for particular types of communication (for example, instructions for a walk-through of a difficult video game often benefit from a visual platform, such as YouTube, while print platform such as a blog or wiki may be the best medium for an interactive discussion)
- Become a more sophisticated and analytical consumer of media, evaluating texts that you consume in all formats for their effectiveness
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Employ knowledge of rhetorical strategies

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect hair/teeth/bodies on movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets
-

Sample Task for Integration:

Focusing on a series of advertisements as short informational texts within a unit, have students critically analyze the difference in advertisements for a single product or service in different formats and different geographic areas. For example, a television advertisement for McDonalds as compared to a billboard, or billboard compared to a radio ad, etc. Students will analyze the differences in diction, visual and graphic displays, foods focused upon, demographics of focus, etc. Are billboards geared more toward children than TV ads for example? Students will cite evidence from the texts (ads) to support their claims about the differences that exist and the posited reasons for those differences.

Recommended Vocabulary for Teaching and Learning:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	

	Grade 8 CCGPS
	Speaking and Listening (SL)
	ELACC8SL3: 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.

Skills/Concepts for Students:

- Use all of your academic knowledge about supporting claims with evidence and evaluate a speaker’s claims based on the quality and quantity of his or her evidence
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:


- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Task for Integration:

Conduct a “close reading” of a political speech (for example campaign speeches from the most recent presidential election cycle). Students, through multiple viewings of the speech, will create an outline listing each major claim made by the candidate. Beneath each claim students will list the pieces of evidence offered and identify the type of evidence (a statistic, an anecdote, a quote, etc.). Next, the students will fact check the claims and evidence using reliable internet resources. Students will then be able to make a warranted judgment about the credibility of the candidate based on the number of supported versus the number of unsupported claims, and the quality of the evidence submitted (if any). Finally students will attempt to identify the major rhetorical focus of the appeals (pathos, logos, or ethos). An interesting extension for this activity would be for students to conduct a reflective discussion about gaps that may have been discovered between their initial “gut” feeling about the candidate and his or her veracity and the statistical results of the veracity of the contents of the speech. Did they initially feel persuaded or feel positively toward a candidate and feel let down by the statistical results, or perhaps have an initial feeling that a candidate was deceptive or misinformed only to find that he or she was indeed being completely truthful and sincere?

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	Audience

	Grade 8 CCGPS
	Speaking and Listening (SL)
	ELACC8SL4: 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.

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:

One authentic presentation circumstance that nearly everyone will experience sooner or later is the job interview. Provide students with an imaginary scenario in which they are interviewing for a job that is thematically connected to a text under consideration by the class. In a unit focusing on informational text such as [An Inconvenient Truth](#), by Al Gore, students may pose as interviewees for a job lobbying for global warming issues in Washington. In the interview, students will be required to adopt a position on the issue and articulate it knowledgeably, supporting their claims with evidence. Their claims will include not only factual knowledge about the topic at hand, but facts about why they should be hired for the job (for example, “I am a hard worker” is not adequate because it is not supported. “I am a hard worker. I was awarded employee of the month 3 times at the Target store where I work and consistently logged the most overtime on my team, never leaving until the job was done” would be acceptable). This activity allows students to orally present claims in a high-pressure situation, show knowledge of the text under consideration in the unit, and practice an authentic skill they will need in the future.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic	Salient		

	Grade 8 CCGPS
	Speaking and Listening (SL)
	ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Bring to bear knowledge acquired from other standards regarding supporting claims with evidence, and integration/synthesis of evidence into a coherent claim

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation (and to make clear the requirements and parameters for same)
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims - therefore it may be useful to specify in some assignments what focus the visual display should take

Sample Task for Integration:

In order to support students' continuing development in software literacy, require charts and/or graphs to be produced by the student through from original data through Excel or another spreadsheet or statistical software product. In the context of a research project related to a text under consideration by the class, have students compile the findings of their research statistically using software. From their data, they will generate the most appropriate graphic to convey the essence of the information (pie chart, line graph, etc.). Students should be cognizant of all aspects of the visual, including clarity, font, color, increments of measurement, etc. The visual should be assessed not only on its own quality and validity, but also on the quality of its conveyance to an audience through oral presentation.

Recommended Vocabulary for Teaching and Learning:

Integration	Multimedia	Claim	Evidence	Digital
Skype	Prezi	Multimodal	Promethean/Smart Board	Podcast
Website	Wiki	Skype	Prezi	Flipchart

	Grade 8 CCGPS
	Speaking and Listening (SL)
	ELACC8SL6: 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.)

Skills/Concepts for Students:

- Review and exhibit knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- When in doubt, use a more formal, academic tone
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Proactively seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the CCGPS' "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

Sample Task for Integration:

Have students perform short dramatic presentations in a variety of styles and speech patterns. Using a text under consideration by the class, provide students with a related context within which to hold a conversation with a partner (for example, a class reading The Glass Menagerie, by Tennessee Williams, may perform a short skit depicting a conversation between Amanda Wingfield and her daughter, Laura using the heavy southern accent and ladylike timbre employed by Williams' characters. Another pair of students might perform a skit depicting two stuffy college professors discussing the merits of the play in technical, academic literary terms. Yet another pair might depict a middle school student describing the play and its plot casually to a friend of the same age). Students will engage in thoughtful reflection and discussion of the ways in which the language (including its grammatical constructions, sentence structure, diction, etc.) changed in each case and how those changes impacted their experiences as listeners.

Recommended Vocabulary for Teaching and Learning:

Context	Dialect	Colloquial	Idiom/idiomatic	Code-Switching
Grammatical	Adapt	Dialogue	Formal English	Standard English

	Grade 8 CCGPS
	Language (L)
	<p>ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><i>*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i></p>

Skills/Concepts for Students:

- Consistently review and maintain the aggregate of grammatical knowledge that you have been acquiring throughout your academic career; students tend to forget grammatical principles
- Review and reinforce your knowledge of active and passive voice, avoiding lengthy constructions in passive voice in your writing
- Be aware of the need for variety in your sentence construction, employing your knowledge of phrases and clauses to use compound, complex, and compound/complex sentences regularly

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade (for example require students to use verbals in 3 instances within a given essay)
- Point out examples within texts under consideration of grammatical concepts focused on in your grade’s standards
- As necessary, provide focused instruction on concepts that may be new to students, such as subjunctive mood or shifts in verb aspect
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Task for Integration:

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 8, such as an infinitive phrase, or a passage written in passive voice. As items are identified they can be discussed within that “teachable moment,” and students who spot the items will not only becoming adept at recognizing the construction, but will may become engaged in the hunt through the competition and possible rewards, such as a homework pass.

Recommended Vocabulary for Teaching and Learning:

Verbal	Gerund	Participle	Infinitive	Active voice
Passive Voice	Indicative	Imperative	Interrogative	Conditional
Subjunctive	Standard English	Grammar	Conventions	

	Grade 8 CCGPS
	Language (L)
	ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand the rules of comma, ellipsis, and dash usage and use them correctly
- In typing and when writing long hand, bring a mature consideration to the neatness and legibility of your work

Strategies for Teachers:


- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma, ellipsis, and dash, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Task for Integration:

Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper on capitalization, punctuation, and spelling ONLY. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an "A" paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Recommended Vocabulary for Teaching and Learning:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Ellipsis	Dash	Hyphen
Omission	Grammar	Conventions	Abbreviation	

	Grade 8 CCGPS
	Language (L)
	ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Be able to identify and distinguish active from passive voice (active: I love dogs. Passive: Dogs are loved.)
- Be able to identify and correctly use conditional verb mood (If I had time, I would study.)
- Be able to identify and correctly use subjunctive verb mood (I wish it were summer.)
- Apply knowledge of the stylistic and tonal reasons for employing conditional, passive, or subjective verbs in your writing or speaking

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of passages written in passive voice in texts under consideration within a unit; discuss with students the tone and mood created by passive voice, its strengths and weaknesses as a stylistic tool
- Similarly, provide examples of passages written in conditional and subjunctive mood within texts under consideration within a unit; discussing with students the tone and mood created by these constructions and how they are employed by authors

Sample Task for Integration:

Have students identify particularly strong or moving passages from a piece of rhetoric, such as Martin Luther King, Jr.’s “I Have a Dream” speech. Students will rewrite their chosen passage substituting active voice for passive voice, and/or replacing regular verb constructions with conditional or subjunctive constructions. For example “I have a dream” becomes “A dream has been had by me,” or “If I had a dream, I would ...” The weakening of the rhetorical power of a speech or essay becomes readily apparent. Engage students in a discussion of situations where these moods and voices would be appropriate, for example when attempting to shift blame (“I did it” is much more obvious than “It was done”).

Recommended Vocabulary for Teaching and Learning:

Active Voice Passive Voice Conditional Mood Subjunctive Mood



Grade 8 CCGPS

Language (L)

ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 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.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Task for Integration:

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Recommended Vocabulary for Teaching and Learning:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Context	Inference	

	Grade 8 CCGPS
	Language (L)
	ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Skills/Concepts for Students:

- Identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms)
- Understand the impact on text of literary elements such as imagery, diction, syntax, sensory detail
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author’s purpose in employing specific diction

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:

Choose a poem that is particularly rich in figurative and connotative language as one of the short literary texts to be considered by the class for example Emily Dickinson’s “Hope is the Thing with Feathers”. Have students perform several attentive readings of the text, determining meaning, author’s purpose, and audience. Students should deconstruct the poem line by line to determine the intent of each use of figurative or connotative language. For example, the poem compares hope to a bird, but instead of saying bird she uses the synecdoche of “feathers.” Why are feathers the part of the bird she wants readers to associate with? They are light, beautiful, associated with flight, etc. Dickinson might just as easily have said that hope is the thing with a beak, but that wouldn’t have had the same connotation! After thoroughly deconstructing and paraphrasing the poem, have students write a shadow poem using the same structure but imposing their own content, for example “Fear is the Thing with Fangs.” Have students attempt to use figurative and connotative language to the same effect as the original. Discuss and compare results.

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Synecdoche
Juxtaposition	Nuance			

	Grade 8 CCGPS
	Language (L)
	ELACC8L6: 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.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author’s purpose	Domain-specific
Comprehension	Expression			

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
ELACC1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
ELACC1L1i. Use frequently occurring prepositions.												Subsumed by ELACC4L1e
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELACC3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELACC4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELACC4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
ELACC4L3b. Choose punctuation for effect.												
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELACC6L3b. Maintain consistency in style and tone.												
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELACC9-10L1a. Use parallel structure.												
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught.