**Lowville Academy Middle School**

**Common Core New York State Standards**

**English Language Arts Curriculum Alignment**

**Grade 8**

**(Teacher Name)**

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Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number [of standard] (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title (CCSS 6).

[Reading Standards for Literature](#TOP) *(45% Literature/55% Informational)*

|  |  |
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| *Common Core Standard* | *Unit or Learning Experience* |
| **Key Ideas & Details** | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | [*(Back to Top)*](#TOP) |
| 1. 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 | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| **Craft and Structure** | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.    1. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures | [*(Back to Top)*](#TOP) |
| **Integration of Knowledge and Ideas** | |
| 1. 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 actor. | [*(Back to Top)*](#TOP) |
| 1. (Not applicable to literature) | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| Range of Reading and Level of Text Complexity | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| **Responding to Literature** | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.    1. Self-select text to develop personal preferences.    2. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. | [*(Back to Top)*](#TOP) |

Reading Standards for Informational Text *(45% Literature/55% Informational)*

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| *Common Core Standard* | *Unit or Learning Experience* |
| **Key Ideas and Details** | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | [*(Back to Top)*](#TOP) |
| **Craft and Structure** | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. 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 | [*(Back to Top)*](#TOP) |
| **Integration of Knowledge and Ideas** | |
| 1. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. 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.    1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | [*(Back to Top)*](#TOP) |
| **Range of Reading and Level of Text Complexity** | |
| 1. 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. | [*(Back to Top)*](#TOP) |

[Writing Standards](#WRITINGSTANDARDS) ***(Persuade35%; Explain 35%; Narrative/30%)***

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| *Common Core Standard* | *Unit or Learning Experience* |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims with clear reasons and relevant evidence.    1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.    2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.    3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.    4. Establish and maintain a formal style.    5. Provide a concluding statement or section that follows from and supports the argument presented. | [(Back to Top)](#TOP) |
| 1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 2. 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. 3. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 4. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 5. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6. Establish and maintain a formal style. 7. Provide a concluding statement or section that follows from and supports the information or explanation presented. | [*(Back to Top)*](#TOP) |
| 1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 2. 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. 3. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 4. 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. 5. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 6. Provide a conclusion that follows from and reflects on the narrated experiences or events. | [*(Back to Top)*](#TOP) |
| **Production and Distribution of Writing** | |
| 1. 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.)    1. Produce text (print or nonprint) that explores a variety of cultures and perspectives. | [*(Back to Top)*](#TOP) |
| 1. 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 on page 53.) | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| **Research to Build and Present Knowledge** | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. Draw evidence from literary or informational texts to support analysis, reflection, and research. 2. 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”). 3. 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”). | [*(Back to Top)*](#TOP) |
| **Range of Writing** | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| **Responding to Literature** | |
| 1. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.   a. Make well-supported personal, cultural, textual, and thematic connections across genres.  b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | [*(Back to Top)*](#TOP) |

[Speaking and Listening Standards](#TOP)

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| *Common Core Standard* | *Unit or Learning Experience* |
| **Comprehension and Collaboration** | |
| * 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly.   2. 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.   3. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   4. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.   5. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.   6. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. | [*(Back to Top)*](#TOP) |
| * 1. 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.   a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | [*(Back to Top)*](#TOP) |
| 1. 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. | [(Back to Top)](#TOP) |
| Presentation of Knowledge and Ideas | |
| 1. 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. | [*(Back to Top)*](#TOP) |
| 1. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | [*(Back to Top)*](#TOP) |
| 1. 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 on page 53 for specific expectations.) | [*(Back to Top)*](#TOP) |

[Language Standards](#TOP)

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| *Common Core Standard* | *Unit or Learning Experience* |
| **Conventions of Standard English** | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.    1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.    2. Form and use verbs in the active and passive voice.    3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.    4. Recognize and correct inappropriate shifts in verb voice and mood.\* | [*(Back to Top)*](#TOP) |
| 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 3. Use an ellipsis to indicate an omission. 4. Spell correctly. | [*(Back to Top)*](#TOP) |
| **Knowledge of Language** | |
| 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. 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). | [*(Back to Top)*](#TOP) |
| **Vocabulary Acquisition and Use** | |
| 1. 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. 2. 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. 3. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). 4. 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. 5. 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). | [*(Back to Top)*](#TOP) |
| 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 2. Interpret figures of speech (e.g. verbal irony, puns) in context. 3. Use the relationship between particular words to better understand each of the words. 4. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). | [*(Back to Top)*](#TOP) |
| 1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | [*(Back to Top)*](#TOP) |