North Carolina Extended Content Standards For English Language Arts

Grade 8

READING: LITERATURE

1 **CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Cite text to support inferences from stories and poems. RL.8.1

2 **CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Recount an event related to the theme, including details about character and setting. RL.8.2

3 **CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify which incidents in a story or drama lead to subsequent action. RL.8.3

4 **RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning" RL.8.4

5 **CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Compare the structure of two or more texts. RL.8.5

6 **CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor. RL.8.6

7 **CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Compare a text version of a story or drama with a video or live version of the same text. RL.8.7

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8 **CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

K-12 Not applicable to literature

9 **CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare themes, patterns of events, and characters across two or more stories or dramas. RL.8.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." RL.8.10

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Cite text to support inferences from informational text. RI.8.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Determine the theme or central idea of a text and select details that relate to it. RI.8.2

3 **CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Sequence events in the order they were presented in the text. RI.8.3

4 **CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning. RI.8.4

5 **CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Locate the topic sentence and supporting details in a paragraph. RI.8.5

6 **CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

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Determine an author's purpose or point of view and identify examples from text that describe or support it. RI.8.6

7 **CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Determine whether a topic is best presented as audio, video, multimedia, or text. RI.8.7

8 **CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8 Identify the argument in a text and claims that support it. RI.8.8

9 **CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Identify ways that two authors writing about the same topic disagree or present conflicting information." RI.8.9

10 **CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text. RI.8.10

WRITING

1 **CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write claims about topics or texts. W.8.1

a State the claim and provide reasons or pieces of evidence to support it. W.8.1.A

b Write reasons to support a claim about a topic or text. W.8.1.B

c Use temporal words (first, next, also) to create connections. W.8.1.C

2 **CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2 Write to share information supported by details. W.8.2

a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. W.8.2.A

b Write one or more facts or details related to the topic. W.8.2.B

c Write complete thoughts as appropriate. W.8.2.C

d Use domain specific vocabulary related to the topic. W.8.2.D

e Provide a closing. W.8.2.E

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:CR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-

structured event sequences.

3 Write about events or personal experiences. W.8.3

a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. W.8.3.A

b Use temporal words (e.g., first, then, next) to signal order. W.8.3.B

c Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. W.8.3.C

d Provide a closing. W.8.3.D

4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

4 Use digital tools to produce writing to interact and collaborate with others. W.8.4

5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

5 Conduct short research projects to answer and pose questions based on multiple sources of information. W.8.5

CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6 Select quotes providing relevant information about a topic from multiple print or digital sources. W.8.6

9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards

Omitted because it is an expectation of RL and RI Standards

10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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1 Communicate with others in group interactions. SL.8.1

a Come to discussions prepared to share information previously studied. SL.8.1.A

b Follow simple rules and carry out assigned roles during discussions. SL.8.1.B

c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. SL.8.1.C

d Acknowledge new information expressed by others in a discussion and relate it to own ideas. SL.8.1.D

2 **CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats. SL.8.2

3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

3 Determine the argument made by a speaker on a topic. SL.8.3

4 **CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

4 Communicate findings including relevant descriptions, facts, or details. SL.8.4

5 **CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

5 Include multimedia and visual information into presentations. SL.8.5

6 **CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

6 Integrated into SL.4 SL.8.6

LANGUAGE

1 **CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.**

1 Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating. L.8.1

2 **CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**

Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing. L.8.2

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3 **CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.**

- 3 Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating. L.8.3

4 **CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 4 Demonstrate knowledge of word meanings drawn from grade 8 content using context clues. L.8.4

5 **CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

- 5 Demonstrate understanding of word relationships and use. L.8.5
  - a Demonstrate understanding of the use of multiple meaning words. L.8.5.A
  - b Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). L.8.5.B

6 **CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- 6 Use general academic and domain-specific words and phrases across contexts. L.8.6