

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](#)

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 CCR Anchor Standard RL.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.

6 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**

3 CCR 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.

- 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.

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

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