

Diocese of Raleigh Catholic Schools

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Raleigh, NC 27613

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Grade 8 - English/Language
Arts Standards

Diocese of Raleigh

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**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown-up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION


The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← Overarching Standard

STANDARD	CLARIFICATION
<i>Achievement Standard: Craft and Structure</i> ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text. 	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering who, what, when, where and how questions about the text.

GRADE 8

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

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.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly and make inferences drawn from the text.	Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states. <i>Examples:</i> <ul style="list-style-type: none"> ● Provide students with an inference from the text. Students go back into the text and underline three pieces of evidence. In pairs, students discuss the strength of each piece of evidence and justify their reasoning.
RL.8.2	Determine a theme of a text ; 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.	Students establish the theme, examine how it progresses, and note how it connects to the characters, setting, and plot. <i>Examples:</i> <ul style="list-style-type: none"> ● Develop a timeline for the theme of a text that shows its development over the course of the text. On the timeline, students also note how the theme connects to the characters, setting, and plot at each point on the timeline. ● Model how to write an objective summary of a text by listing important details and avoiding personal biases.

STANDARD		CLARIFICATION
RL.8.3	<p>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.</p>	<p>Students examine how lines of dialogue or certain events in a story or drama, expose the traits of a character, influence a character’s decisions, or move a plot forward.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read a section of dialogue and annotate specific parts that reveal more about the character. ● Make a list of events (both big and small) from a story or drama. Students narrow their lists by choosing which events move the plot forward. Students share their lists with the class, explaining how the events on their lists propelled the story’s or drama’s action.
<i>Achievement Standard: Craft and Structure</i>		
RL.8.4	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>	<p>Students consider how words and phrases chosen by the author (including analogies or allusions to other texts) contribute to the meaning and tone.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Keep a chart of keywords encountered in a text when reading independently or in small groups. In the chart, students record what they think the word means as it is used in the text and what clues they used from the text to determine this meaning. ● Model a think aloud to identify when an author uses an analogy or allusion in a text. Students annotate these analogies or allusions by explaining what each means. Students review their annotations and discuss how the analogies and allusions affect the text’s meaning and tone.

STANDARD		CLARIFICATION
RL.8.5	<p>Compare and contrast the structure of two or more texts.</p> <p>Analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>Students examine the similarities and differences in the organization of two or more texts. They examine how each of these different structures adds to the meaning and style of the texts.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Examine the structures of three literary texts. Students discuss the similarities and differences of how each is organized then develop written explanations of how each structure contributes to the meaning and style of the text.
RL.8.6	<p>Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>Students examine how the characters' perspectives or frames of reference in a story can differ from that of the audience or reader, creating such techniques as dramatic irony and producing effects such as suspense or humor.</p> <p><i>Examples:</i></p> <p>Model a think aloud, explaining how an author uses dramatic irony to create suspense or humor in a text. Students collaborate in small groups to find additional examples of irony in a text and discuss what effect it creates.</p>
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RL.8.7	<p>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.</p>	<p>Students examine how similar or different a movie or live adaptation of a literary text is from its original text or script. Students also assess the decisions the director or actors made.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Read a fictional text that has a film or play version available and use a graphic organizer to identify the changes between the two mediums. Write movie or play reviews that discuss the departures from the original text and what effects the changes had on the audience and the story as a whole.

STANDARD		CLARIFICATION
RL.8.8	Not applicable to literature.	
RL.8.9	Analyze how a modern work of fiction draws on themes , patterns of events , or character types from myths , traditional stories, or religious works including describing how the material is rendered new.	<p>Students examine how a current literary text uses themes, events, or character types from either a myth, traditional story, or religious text and explain how the element is transformed in the newer text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide a contemporary work of literature that contains a character similar to a well-known mythological character. Students explain how the modern character is different from and similar to the mythological character.
Cluster: Range of Reading and Level of Complexity		
RL.8.10	Read and comprehend literature on or above grade level, proficiently and independently , for sustained periods of time. Connect prior knowledge and experiences to text .	<p>Students competently read and understand a variety of literature. They are able to read independently for an extended period of time and make connections to their background knowledge and relevant experiences to engage with text through reading independently.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Integrate independent reading seamlessly into regular instruction. ● Provide students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension.

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.8.1	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states. <i>Examples:</i> <ul style="list-style-type: none"> ● Respond to text-dependent questions using evidence from the text. ● Find examples of textual evidence to support a provided inference.
RI.8.2	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.	Using the central idea and key details, students summarize the text without personal feelings and judgments. <i>Examples:</i> <ul style="list-style-type: none"> ● Provide students with a summary of the text that intentionally includes supporting details, irrelevant information, and personal opinions/judgments. Students eliminate any information that does not belong in an objective summary and explain why they eliminated that information.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events .	<i>Examples:</i> <ul style="list-style-type: none"> ● Use concept maps to illustrate the connections and distinctions between individuals, ideas, or events.

<i>Achievement Standard: Craft and Structure</i>		
RI.8.4	Determine the meaning of words and phrases as they are used in a text .	Students examine the text to understand the meaning of words or phrases and how the words chosen by the author contribute to this understanding, including analogies or allusions to other texts.
	Analyze the impact of a specific word choice on meaning and tone , including analogies or allusions to other texts.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide a text with keywords and phrases marked and model how to use word parts or context clues to help determine their meanings. Students continue to annotate the text by replacing words with synonyms or paraphrasing figurative phrases into more literal language. ● Identify the analogies and allusions in a text and discuss their meanings. Students prepare posters of their findings to share in a gallery walk. ● View two different political speeches or campaign ads and note specific words that impact the meaning or tone. Students work in pairs to categorize the words as having a positive or negative connotation. Students then discuss how these word choices helped express the speaker's attitude toward a particular topic or idea.

STANDARD		CLARIFICATION
RI.8.5	<p>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.</p>	<p>Students thoroughly examine how a paragraph is organized and consider the purpose certain sentences have in building and clearly communicating the author's idea.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Deconstruct a paragraph by separating the sentences. Students reconstruct the paragraph by arranging the sentences in a way they think is most effective. Using their reconstructed paragraphs and the author's paragraph, students compare and contrast the purpose of structural choices. • Use annotation to note key ideas the author explores extensively. Students identify the sentence that best develops a major idea or concept and discuss their choices in small groups. Each group defends its final sentence selection to the whole class by explaining why that sentence most effectively communicates and elaborates the author's ideas.
RI.8.6	<p>Determine an author's point of view and purpose in a text.</p> <p>Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Students establish the author's beliefs about a subject and his/her reason for writing a text (to inform, persuade, entertain, describe). Students explain the techniques used by the author to address contradictory ideas or evidence.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Read and annotate a text and use graphic organizers to record responses to the following: <ul style="list-style-type: none"> • What is the author's point of view in the text? • What evidence does the author use to support this point of view? • How does the author respond to conflicting views or evidence?

STANDARD		CLARIFICATION
Achievement Standard: Integration of Ideas and Analysis		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (print or digital text, video, multimedia) to present a particular topic or idea.	Students assess the pros and cons of utilizing different mediums to present a specific topic or idea. <i>Examples:</i> <ul style="list-style-type: none"> • Display examples of the various mediums, while the class takes notes on the advantages and disadvantages of each type of medium. The teacher then shows a presentation on a topic which implements various mediums. The class identifies the benefits and pitfalls of the use of each medium through think- pair-share discussions.
RI.8.8	Delineate and evaluate the argument and specific claims in a text , assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Recognize when irrelevant evidence is introduced.	<i>Examples:</i> <ul style="list-style-type: none"> • Highlight the argument and specific claims in a text. In a second color, students highlight the reasoning and evidence used to support the argument and claims. Students annotate each highlighted reason and piece of evidence with a rating of zero (irrelevant) to three (the most sound, relevant, and sufficient). Students share their ratings with their partners.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic . Identify where the texts disagree on matters of fact or interpretation.	Students examine an instance where multiple texts provide differing information on the same topic. Students determine where the texts contradict one another in terms of fact or interpretation. <i>Examples:</i> <ul style="list-style-type: none"> • Highlight instances where the texts provide conflicting information. Students annotate each highlighted portion of text using “F” for fact or “I” for interpretation. Students compare the texts side-by-side and identify where the texts disagree on matters of fact or interpretation.

STANDARD	CLARIFICATION
<i>Achievement Standard: Range of Reading and Level of Complexity</i>	
RI.8.10 By the end of grade 8, independently read and understand informational texts on or above grade level for sustained periods of time. Connect prior knowledge and experiences to text .	Students use teacher provided strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension. <i>Examples:</i> <ul style="list-style-type: none">● Integrate independent reading seamlessly into regular instruction.● Provide students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.

GRADE 8

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>	
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence using the 6+1 Traits of Writing.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources. d. Demonstrate an understanding of the researched topic or text. e. Organize the supporting reasons and evidence logically. f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. g. Establish and maintain a formal style. h. Provide a concluding statement or section that follows from and supports the argument presented. i. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<p>All writing instruction should be based on the 6 +1 Writing Traits. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources).</p>

STANDARD	CLARIFICATION
<p>W.8.2 Write informative/expository texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <i>using the 6+1 Traits of Writing</i>.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Special formatting, graphics, and multimedia may be used to aid comprehension.</p> <p>•Continued on next page</p>	<p>All writing instruction should be based on the 6 +1 Writing Traits. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources).</p>

STANDARD	CLARIFICATION
<ul style="list-style-type: none">d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.f. Establish and maintain a formal style.g. Provide a concluding statement or section that follows from and-supports the information or explanation presented.h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, or trying a new approach, focusing on how well purpose and audience have been addressed.	

	STANDARD	CLARIFICATION
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences <i>using the 6+1 Traits of Writing</i>.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view. c. Introduce a narrator and/or character and organize an event sequence that unfolds naturally and logically. d. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. <p>•Continued on next page</p>	<p>All writing instruction should be based on the 6 +1 Writing Traits. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources).</p>

STANDARD	CLARIFICATION
<ul style="list-style-type: none">e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.f. Provide a conclusion that follows from and reflects on the narrated experiences or events.g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, or trying a new approach, focusing on how well purpose and audience have been addressed.	

STANDARD		CLARIFICATION
W.8.4	Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others.	<p>Students use digital tools and resources to create and share writing with audiences and to communicate and collaborate with peers.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Choose a topic for discussion, set up an online forum, and facilitate an online class discussion. • Post responses to the topic and respond to several classmates' statements and responses. • Self-select a piece of writing they have previously produced. Brainstorm ways in which digital tools and resources can effectively present additional information related to the students' selected pieces. • Use digital tools to link to and/or embed elements (e.g., images, graphs, charts, and videos) into their pieces.
<i>Achievement Standard: Research</i>		
W.8.5	<p>Conduct short research projects to answer a question (including a self-generated question).</p> <p>Draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that encourage examination of the different facets of the topic and question under study.</p> <ul style="list-style-type: none"> • Examples on next page

STANDARD		CLARIFICATION
		<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Divide students into small groups and provide each group with a topic. ● Students jot down and compile driving research questions. ● Choose one question as their driving question and choose two to three other questions that could serve as follow up questions. Revise their follow up questions as needed. ● Provide students with a list of questions that could be answered through research. -Examine each question and identify those that are multi-faceted, open-ended questions. Rephrase simple “yes-or-no” questions. Choose the questions they will use for their research projects.
W.8.6	<p>Gather relevant information from multiple print and digital sources, using search terms effectively. Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Students evaluate each of their gathered sources for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism and copyright infringement during the research process.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with a short essay and a list of quotes that provide data or conclusions. Help students identify which quotes should be quoted directly in the essay and which quotes should be paraphrased. ● Engage in a discussion about utilizing intellectual property and avoiding copyright infringement. <p>See examples of digital tools for citations such as: Easy Bib, Noodle Tools, Purdue Owl, and Citation Machine.</p>

GRADE 8

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
<i>Achievement Standard: Collaboration and Communication</i>	
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with partners on grade 8 topics, texts, and issues, 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 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 in light of the evidence presented.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Brainstorm a list of rules that allow for an organized discussion. Explain the importance of these rules. ● Provide students with a list of guidelines for discussions. Include items such as “respond to another classmate’s point,” “support a claim with evidence from the text,” “pose questions for clarification,” etc. Lists can be used for student self-assessment. ● Use various strategies for creating collaborative discussions such as: Literature Circles, Junior Great Book Shared Inquiry, Paideia Seminar (Socratic Seminar).

STANDARD		CLARIFICATION
SL.8.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Play a video recording of a news report. Students listen to the audio without seeing the information presented in other diverse formats (cut-away clips, voice-over, etc). Students journal their thoughts on the purpose of the information presented. Replay video with visual. Students return to their journal to add opinions on the motives behind the news report being presented in this manner. Discuss with partners (table talk). ● Show a recorded speech and the accompanying presentation materials (slides, handouts, images, etc.) Guide students through a detailed examination of the purpose behind each of the accompanying materials. Students evaluate the motives behind the information presented in a variety of formats. Ask questions such as: Does this information add to the topic or main idea? Does this information clarify the overall message? Is there bias evident in presenting this information?
SL.8.3	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.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● With students, brainstorm to create a Likert-type scale which will be used to gauge the relevance of evidence in a speech. Play an audio recording of a speech, pausing when the speaker presents or introduces evidence. Students rate the evidence on the scale. Divide students into small groups for students to discuss. ● Provide students with written copies of a speech from which statements of evidence have been removed and the blanks numbered. Also provide lists of possible pieces of evidence, with each numbered blank having three possible choices. Students read through the speech and attempt to determine which statements of evidence best fit the claims. Play the original recorded speech in order for students to check their thinking.

STANDARD	CLARIFICATION
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>	
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Ask students to present findings from research on a topic of their choosing. Divide the class into small groups and give each student three minutes to present to members of the group. Students should emphasize the most important points during this time. Provide all group members with a checklist-style rubric to fill in while each member presents. Check for relevant evidence, valid reasoning, and well-chosen details. ● Provide students with an outline for a speech containing only the main ideas and/or themes. Working with a partner, students choose evidence and details to support the main points with a prescribed audience in mind. When finished, facilitate a whole group conversation around the different choices that were made based on the two different audiences.
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with an example of a well-constructed multimedia presentation. As students view the presentation, they discuss the reason the presenter used particular multimedia elements. ● After assigning a presentation to students, ask them to identify one place where information needs to be clarified, one place where a claim or evidence needs to be strengthened, and one place where there is an opportunity to add interest. Divide students into small groups where the students share their reasons as a means of obtaining feedback before finalizing their choices.

GRADE 8

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

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

Knowledge of Language

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 when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
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.

Language Standards (L)

STANDARD		CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>		
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	<p>Teachers will review all 8 parts of speech to ensure knowledge retention.</p> <p>Refer to the NC ELA Standards Language Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, ellipsis, dashes) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

STANDARD		CLARIFICATION
<i>Achievement Standard: Knowledge of Language</i>		
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.</p>	<p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Students use active or passive verbs to emphasize the actor or the action. • Students use the conditional mood of verbs to express uncertainty or describe a state contrary to fact.
<i>Achievement Standard: Vocabulary Acquisition and Use</i>		
L.8.4	<p>Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>Students figure out and/or confirm the meaning of words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Highlight unfamiliar words while reading a text. Students use context clues and word relationships to determine the meanings of their words. <p>Provide students with a list of words that each have at least two parts (e.g., a root and one affix). The students, working in pairs, use knowledge of word parts to propose a preliminary definition for each of the words. Following this, students consult reference materials to verify the definitions.</p>

STANDARD		CLARIFICATION
L.8.5	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Interpret figures of speech in context based on grade 8 reading and content.</p> <p>b. Distinguish among the connotations of words with similar denotations.</p>	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Decipher the meaning of figurative language, such as verbal irony and puns, as used in grade 8 texts and materials. ● Differentiate between the associations of words that have similar definitions.
L.8.6	<p>Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students deepen their word knowledge when they examine a word or phrase necessary for their reading or listening comprehension or written or oral expression.</p>

Glossary

active voice – a style that highlights actions performed by the subject(s) of sentences (e.g., “Carter plays basketball” instead of “Basketball was played by Carter.”)

allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context

analogy – a comparison drawn between two things for the sake of clarification or explanation

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

argument – value statement(s) supported by evidence whose purpose is to persuade or explain

audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium

central idea – the unifying concept within an informational text to which other elements and ideas relate

character types – refers to the idea that many characters in literature can be grouped broadly into a variety of overarching types that share common characteristics (e.g., static and dynamic characters, round and flat characters, etc.)

claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together

cohesion – the action of forming a unified whole; the quality of being united logically

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

counterclaims – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim

delineate – to describe something precisely

denotation – the literal definition of a word, generally free of an emotional or cultural context

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

evaluate – to determine quality or value after careful analysis or investigation

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience and is objective and free of bias.

When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.

formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)

general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic

independently – on one's own, without aid from another (such as a teacher)

inference – a conclusion derived from logical reasoning following an investigation of available evidence

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

interact – to act in such a manner as to influence another

medium – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.)

mood – the atmosphere or general feeling evoked in a reader while reading, developed through the author's use of diction, style, and figurative language

motive/motivations – the reason for a particular action; that which gives purpose to an action or behavior

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

objective summary – a brief account of a text's central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information
pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

passive voice – a style that highlights actions that have been performed, as opposed to who performed them, generally, if present at all, actors appear as the object(s) of sentences (e.g., A crime was committed last night.)

perspective – an attitude toward or outlook on something

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

plot – the sequence of events in a story, play, movie, etc.

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it

relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

salient – most important or worthy of notice; prominent

sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax.

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors:

1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores

tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

topic – the subject or matter being discussed or written about in a text, speech, etc.

argument – value statement(s) supported by evidence whose purpose is to persuade or explain

transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)