Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A.6 Is it a complete sentence or a fragment?
- A.7 Is it a complete sentence or a run-on?
- A.8 Is it a complete sentence, a fragment, or a run-on?
- A.12 Identify dependent and independent clauses
- A.13 Is the sentence simple, compound, complex, or compound-complex?
- A.14 Combine sentences using relative clauses
- C.2 Use the pronoun that agrees with the antecedent
- C.3 Choose between subject and object pronouns
- C.4 Compound subjects and objects with "I" and "me"
- C.5 Compound subjects and objects with pronouns
- C.6 Choose between personal and reflexive pronouns
- C.7 Use reflexive pronouns
- C.9 Use relative pronouns: who and whom
- C.10 Use relative pronouns: who, whom, whose, which, and that
- C.11 Correct inappropriate shifts in pronoun number and person
- C.12 Identify vague pronoun references
- C.13 Identify all of the possible antecedents
- D.3 Correct errors with subject-verb agreement
- D.4 Correct errors with indefinite pronoun-verb agreement
- D.5 Use the correct verb - with compound subjects
- D.8 Identify and correct inappropriate shifts in verb tense
E.2 Order adjectives
E.4 Choose between adjectives and adverbs
E.7 Good, better, best, bad, worse, and worst
E.9 Well, better, best, badly, worse, and worst
L.1 Transitions with conjunctive adverbs
L.2 Use the correct pair of correlative conjunctions
L.3 Use parallel structure
L.4 Remove redundant words or phrases
L.6 Select the misplaced or dangling modifier
L.7 Are the modifiers used correctly?

L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

D.13 Identify participles and what they modify
D.14 Identify gerunds and their functions
D.15 Identify infinitives and infinitive phrases

L.8.1.b Form and use verbs in the active and passive voice.

D.11 Identify active and passive voice
D.12 Rewrite the sentence in active voice

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
B.5 Identify and correct errors with plural and possessive nouns
F.1 Commas with series, dates, and places
F.2 Commas with compound and complex sentences
F.3 Commas with direct addresses, introductory words, interjections, and interrupters
F.4 Commas with coordinate adjectives
F.5 Commas: review
F.6 What does the punctuation suggest?
F.7 Commas with nonrestrictive elements
F.11 Use hyphens in compound adjectives
F.13 Correct capitalization errors
F.14 Capitalizing titles
F.15 Formatting titles
F.16 Formatting and capitalizing titles: review
F.18 Formatting quotations and dialogue
M.3 Correct errors with signs

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F.10 Use dashes

L.8.2.b Use an ellipsis to indicate an omission.

F.12 Decide whether ellipses are used appropriately

L.8.2.c Spell correctly.

B.1 Form and use plurals: review
B.2 Form and use plurals of compound nouns
B.4 Form the singular or plural possessive
D.6 Irregular past tense: review
D.7 Simple past, present, and future tense: review
Knowledge of Language

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.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A.15 Create a sentence based on the model
P.3 Compare passages for tone
P.4 Identify author’s purpose
P.5 Identify appeals to ethos, pathos, and logos in advertisements

L.8.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

D.11 Identify active and passive voice
D.12 Rewrite the sentence in active voice

Vocabulary Acquisition and Use

Determine or 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.
L.8.4 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.

L.8.4.a 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.

J.6 Which definition matches the sentence?
J.7 Which sentence matches the definition?
K.1 Find words using context
K.2 Determine the meaning of words using synonyms in context
K.3 Determine the meaning of words using antonyms in context
K.4 Use context to identify the meaning of a word
M.1 Use the correct frequently confused word
M.2 Correct errors with frequently confused words

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

G.1 Words with pre-
G.2 Words with re-
G.3 Words with sub-
G.4 Words with mis-
G.5 Words with un-, dis-, in-, im-, and non-
G.6 Words with -ful
G.7 Words with -less
G.8 Words with -able and -ible
H.1 Use Greek and Latin roots as clues to the meanings of words
H.2 Use words as clues to the meanings of Greek and Latin roots
H.3 Determine the meanings of Greek and Latin roots
H.4 Determine the meanings of words with Greek and Latin roots

L.8.4.c 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.
I.1 Alphabetical order
I.2 Use guide words
I.3 Use dictionary entries
I.4 Use dictionary definitions
I.5 Use thesaurus entries

L.8.4.d 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).

K.4 Use context to identify the meaning of a word

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

R.3 Use personification
R.4 Interpret the meaning of allusions
R.5 Identify the source of allusions
R.6 Interpret figures of speech
R.7 Classify figures of speech
R.8 Analyze the effects of figures of speech on meaning and tone

L.8.5.b Use the relationship between particular words to better understand each of the words.

J.1 Choose the synonym
J.2 Choose the antonym
J.8 Analogies
J.9 Analogies: challenge
K.2 Determine the meaning of words using synonyms in context
K.3 Determine the meaning of words using antonyms in context
L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

J.3 Describe the difference between related words
J.4 Positive and negative connotation
P.3 Compare passages for tone

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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.8.6 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.

G.1 Words with pre-
G.2 Words with re-
G.3 Words with sub-
G.4 Words with mis-
G.5 Words with un-, dis-, in-, im-, and non-
G.6 Words with -ful
G.7 Words with -less
G.8 Words with -able and -ible
H.1 Use Greek and Latin roots as clues to the meanings of words
H.2 Use words as clues to the meanings of Greek and Latin roots
H.3 Determine the meanings of Greek and Latin roots
H.4 Determine the meanings of words with Greek and Latin roots
J.1 Choose the synonym
J.2 Choose the antonym
J.8 Analogies
J.9 Analogies: challenge
K.2 Determine the meaning of words using synonyms in context
K.3 Determine the meaning of words using antonyms in context
K.5 Determine the meaning of domain-specific words with pictures
Key Ideas and Details

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- O.4 Identify supporting details in informational texts
- S.5 Trace an argument
- M.6 Classify symbiotic relationships (Science)
- M.7 Investigate primary succession on a volcanic island (Science)
- R.3 Use data to explain climate change (Science)
- U.2 Evaluate tests of engineering-design solutions (Science)
- A.3 The Judicial Branch (Social studies)
- F.6 The Revolutionary War: struggle for independence (Social studies)
- H.1 Antebellum Period: the abolitionists (Social studies)

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.

- O.2 Identify thesis statements
- P.1 Determine the main idea
- S.4 Read and understand informational passages
- S.5 Trace an argument
- M.7 Investigate primary succession on a volcanic island (Science)
- E.1 Life as a colonist (Social studies)
- F.1 Causes of the American Revolution: the French and Indian War (Social studies)
- F.2 Causes of the American Revolution: politics and society (Social studies)
- F.5 The Revolutionary War: preparing for war (Social studies)
- F.6 The Revolutionary War: struggle for independence (Social studies)
- F.7 The Revolutionary War: turning the tide of war (Social studies)
F.8 The Revolutionary War: conclusion and aftermath (Social studies)
G.1 The Constitutional Convention (Social studies)
H.1 Antebellum Period: the abolitionists (Social studies)
H.3 The Civil War: the beginning of the war (Social studies)
H.4 The Civil War: Bull Run to the Emancipation Proclamation (Social studies)
H.5 The Civil War: Gettysburg to the election of 1864 (Social studies)
H.6 The Civil War: the conclusion of the war (Social studies)
H.7 Radical Reconstruction (Social studies)

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Q.1 Compare and contrast
Q.2 Match causes with their effects
Q.3 Match problems with their solutions
M.7 Investigate primary succession on a volcanic island (Science)
E.1 Life as a colonist (Social studies)
F.1 Causes of the American Revolution: the French and Indian War (Social studies)
F.2 Causes of the American Revolution: politics and society (Social studies)
G.1 The Constitutional Convention (Social studies)
H.1 Antebellum Period: the abolitionists (Social studies)
H.3 The Civil War: the beginning of the war (Social studies)
H.4 The Civil War: Bull Run to the Emancipation Proclamation (Social studies)
H.5 The Civil War: Gettysburg to the election of 1864 (Social studies)
H.6 The Civil War: the conclusion of the war (Social studies)
H.7 Radical Reconstruction (Social studies)

Craft and Structure
RI.8.4 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.

J.3 Describe the difference between related words
J.4 Positive and negative connotation
J.6 Which definition matches the sentence?
J.7 Which sentence matches the definition?
K.1 Find words using context
K.2 Determine the meaning of words using synonyms in context
K.3 Determine the meaning of words using antonyms in context
K.4 Use context to identify the meaning of a word
K.5 Determine the meaning of domain-specific words with pictures
P.2 Which sentence is more formal?
P.3 Compare passages for tone
R.4 Interpret the meaning of allusions
R.5 Identify the source of allusions
R.6 Interpret figures of speech
R.8 Analyze the effects of figures of speech on meaning and tone
I.2 Origins of scientific names (Science)
M.2 Describe ecosystems (Science)
M.3 How does matter move in food chains? (Science)
M.4 Interpret food webs I (Science)
M.5 Interpret food webs II (Science)
M.6 Classify symbiotic relationships (Science)
M.7 Investigate primary succession on a volcanic island (Science)
R.1 The carbon cycle (Science)
R.2 The greenhouse effect (Science)
R.3 Use data to explain climate change (Science)
U.3 Explore the engineering-design process: going to the Moon! (Science)
V.2 Classify variables in an experiment: independent or dependent (Science)
RI.8.5 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.

Q.1 Compare and contrast
Q.2 Match causes with their effects
Q.3 Match problems with their solutions
Q.4 Identify text structures
S.5 Trace an argument
F.6 The Revolutionary War: struggle for independence (Social studies)

RI.8.6 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.

P.4 Identify author’s purpose
P.6 Compare information from two texts
S.5 Trace an argument
F.5 The Revolutionary War: preparing for war (Social studies)
G.1 The Constitutional Convention (Social studies)
H.1 Antebellum Period: the abolitionists (Social studies)
H.3 The Civil War: the beginning of the war (Social studies)

Integration of Knowledge and Ideas

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
**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; recognize when irrelevant evidence is introduced.

- **O.3** Choose evidence to support a claim
- **O.4** Identify supporting details in informational texts
- **O.6** Classify logical fallacies
- **S.5** Trace an argument
- **H.1** Antebellum Period: the abolitionists (Social studies)

**RI.8.9** 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.

- **P.6** Compare information from two texts
- **P.7** Compare two texts with different genres
- **F.5** The Revolutionary War: preparing for war (Social studies)
- **G.1** The Constitutional Convention (Social studies)

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**Range of Reading and Level of Text Complexity**

**RI.8.10** 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.

- **P.1** Determine the main idea
- **P.7** Compare two texts with different genres
- **S.4** Read and understand informational passages
- **S.5** Trace an argument
- **J.1** Genetics vocabulary: genotype and phenotype (Science)
- **J.2** Genetics vocabulary: dominant and recessive (Science)
- **J.3** Complete and interpret Punnett squares (Science)
- **J.4** Use Punnett squares to calculate ratios of offspring types (Science)
- **J.5** Use Punnett squares to calculate probabilities of offspring types (Science)
M.6 Classify symbiotic relationships (Science)
M.7 Investigate primary succession on a volcanic island (Science)
P.3 Describe tectonic plate boundaries around the world (Science)
R.1 The carbon cycle (Science)
R.2 The greenhouse effect (Science)
R.3 Use data to explain climate change (Science)
U.3 Explore the engineering-design process: going to the Moon! (Science)
V.1 Identify steps of the scientific method (Science)
E.1 Life as a colonist (Social studies)
F.1 Causes of the American Revolution: the French and Indian War (Social studies)
G.1 The Constitutional Convention (Social studies)
H.1 Antebellum Period: the abolitionists (Social studies)
Key Ideas and Details

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **0.5** Identify supporting details in literary texts
- **S.1** Match the quotations with their themes
- **S.2** Determine the themes of short stories
- **S.3** Analyze short stories

**RL.8.2** 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.

- **S.1** Match the quotations with their themes
- **S.2** Determine the themes of short stories

**RL.8.3** 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.

- **S.3** Analyze short stories

Craft and Structure

**RL.8.4** 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.

- **J.3** Describe the difference between related words
- **J.4** Positive and negative connotation
J.6  Which definition matches the sentence?
J.7  Which sentence matches the definition?
K.1  Find words using context
K.2  Determine the meaning of words using synonyms in context
K.3  Determine the meaning of words using antonyms in context
K.4  Use context to identify the meaning of a word
P.3  Compare passages for tone
R.4  Interpret the meaning of allusions
R.5  Identify the source of allusions
R.6  Interpret figures of speech
R.8  Analyze the effects of figures of speech on meaning and tone

**RL.8.5** 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.

P.7  Compare two texts with different genres
Q.4  Identify text structures

**RL.8.6** 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.

**Integration of Knowledge and Ideas**

**RL.8.7** 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.

**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 such as the Bible, including describing how the material is rendered new.

P.7  Compare two texts with different genres
T.1  Compare illustrations of literary and historical subjects
Range of Reading and Level of Text Complexity

**RL.8.10** 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.

- **P.7** Compare two texts with different genres
- **S.2** Determine the themes of short stories
- **S.3** Analyze short stories
Text Types and Purposes

**W.8.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- N.2 Organize information by main idea
- O.1 Distinguish facts from opinions
- O.2 Identify thesis statements

**W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- O.3 Choose evidence to support a claim
- O.4 Identify supporting details in informational texts
- O.5 Identify supporting details in literary texts

**W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- L.1 Transitions with conjunctive adverbs

**W.8.1.d** Establish and maintain a formal style.

- J.4 Positive and negative connotation
- P.2 Which sentence is more formal?

**W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

N.1 Order topics from broadest to narrowest
N.2 Organize information by main idea
Q.2 Match causes with their effects
Q.4 Identify text structures

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

O.3 Choose evidence to support a claim
O.4 Identify supporting details in informational texts
O.5 Identify supporting details in literary texts
O.6 Classify logical fallacies

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

J.3 Describe the difference between related words
J.4 Positive and negative connotation
K.5 Determine the meaning of domain-specific words with pictures

W.8.2.e Establish and maintain a formal style.

J.4 Positive and negative connotation
P.2 Which sentence is more formal?
W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

R.1 Identify sensory details
R.2 Identify the narrative point of view

W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

L.1 Transitions with conjunctive adverbs

W.8.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E.4 Choose between adjectives and adverbs
I.5 Use thesaurus entries
J.3 Describe the difference between related words
J.4 Positive and negative connotation
R.1 Identify sensory details
R.3 Use personification
R.7 Classify figures of speech
R.8 Analyze the effects of figures of speech on meaning and tone

W.8.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- N.2 Organize information by main idea
- P.4 Identify author’s purpose

W.8.5 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.

- N.7 Suggest appropriate revisions

W.8.6 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.

Research to Build and Present Knowledge

W.8.7 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.

W.8.8 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.

- N.3 Recognize the parts of a Works Cited entry (MLA 7th edition)
- N.4 Recognize the parts of a Works Cited entry (MLA 8th edition)
- N.5 Use in-text citations with MLA formatting
- N.6 Identify plagiarism
- O.4 Identify supporting details in informational texts
- O.5 Identify supporting details in literary texts
- P.1 Determine the main idea
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

- O.5 Identify supporting details in literary texts
- P.7 Compare two texts with different genres
- R.8 Analyze the effects of figures of speech on meaning and tone
- S.2 Determine the themes of short stories
- S.3 Analyze short stories

W.8.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

- O.1 Distinguish facts from opinions
- O.3 Choose evidence to support a claim
- O.4 Identify supporting details in informational texts
- O.6 Classify logical fallacies
- P.1 Determine the main idea
- Q.1 Compare and contrast
- Q.2 Match causes with their effects
- Q.3 Match problems with their solutions
- Q.4 Identify text structures
- S.4 Read and understand informational passages
- S.5 Trace an argument

Range of Writing
W.8.10 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.