

**NCDPI Unpacked Content
with
OCS Priority Standards Revised 2020**

**Grade 8
English Language Arts**



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

English/Language Arts Standards with Priority Standards and Clarification

For the new NC ELA Standard Course of Study that will be effective in all North Carolina schools in the 2018-2019 school year

This document is designed to help North Carolina educators teach the ELA Standard Course of Study. NCDPI staff is continually updating and improving these tools to better serve teachers.

What is the purpose of this document?

This document provides the Grade 8 NC Standard Course of Study for English Language Arts (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

Where can I find the ELA Standard Course of Study K-12, additional resources, examples, and tools?

NCSCS ELA Crosswalks - <https://drive.google.com/file/d/1SFh9pX7-t4Y4UyLzIVzywXPgwGYUks5/view>

Writing Guide - https://drive.google.com/file/d/1S7Jb9liZrGN_78DlvALqMSMZbGvUrYZu/view

Language Continuum Guide 6 – 8 - https://drive.google.com/file/d/1qESdT4gkhYf_7K8dKnnH40vnrzawAyJO/view

ELA Instructional Practices WIKI - <http://www.livebinders.com/play/play?id=2212650#anchor>

Guide for Standards-Focused Text-Centered Lessons - <https://drive.google.com/file/d/1Vj-f1ifr4NJ5-PCTID>

ELA Standards and Clarifications with Glossary - https://drive.google.com/file/d/14O_SV0vnILD0dKsKiYAtPigrk4q2ITEA/view

Grade 8 ELA NCDPI Unpacked Content with OCS Priority Standards

Defining Priority Standards

Priority standards are a “carefully selected subset of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

Defining the Process to Select Priority Standards

Endurance – Lasting beyond one grade level or course. Does the standard taught provide knowledge and skills that will be of value beyond a single test? Is the learning applicable for a variety of purposes?

Leverage – Crossover application within a content area and to other content areas. Does applying the standard/learning provide an avenue for proficiency in other content areas?

Readiness – Prerequisite concepts and skills needed to enter a new grade level or course of study. Does the standard/learning provide readiness for the next level?

Tested – Concepts and skills most likely to be encountered on standardized tests, entrance exams, or competency exams. Is the standard most likely to be found on EOGs/EOCs? Do we have "predictable problems" within the Onslow County School System?

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards in English Language Arts for grades 4-8 developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of the NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with grade level end-of-grade summative assessments. Both EOGs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student's level of preparedness for the EOG summative assessment.

NC Check-Ins: Standards

Reading Literature	Language	Reading Information
<p>RL.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.</p> <p>RL.8.2 Determine a theme 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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and 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>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech in context based on grade 7 reading and content.</p>	<p>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.</p> <p>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.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p> <p>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> <p>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.</p>

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Further Important Information Regarding NC Check-Ins

The NC Check-Ins are administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. The NC Check-Ins will be offered for grades 4-8 English/Language Arts/reading and grades 3-8 Mathematics. The NC Check-Ins are aligned to the NC Standards Course of Study (NCSCS) for ELA adopted by the NC State Board of Education in June 2010.

NC Check-In 1, 2, and 3 will assess the same ELA/Reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through a grade. The text complexity of the selections chosen for the NC Check-Ins will increase throughout the year. Each ELA/Reading NC Check-In will contain 22-24 questions. Students will see four response-option, multiple-choice questions. Each question is worth 1 point.

Each ELA/Reading NC Check-In will include three selections. The charts below provide anticipated number of selections (i.e. Poetry, Informational, Literature) for each NC Check-In by grade level.

Grade 8 ELA/Reading	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
NC Check-In 1	0	1	2
NC Check-In 2	0	2	1
NC Check-In 3	1	1	1

North Carolina Department of Public Instruction Test Specifications for Grades 6-8 English Language Arts

Strand	Grade 6	Grade 7	Grade 8
Reading for Literature	36-41%	36-41%	36-41%
Reading for Informational Text	43-47%	43-47%	43-47%
Language	11-16%	11-16%	11-16%
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Total	100%	100%	100%

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Grade 8 ELA Instructional Blueprint			
Grading Period	OCS Priority Standards	Supporting Standards	Document Pages
1	Reading Literature: 1, 2, 4	3, 5, 10	p. 7-13
	Reading Informational:	10	p. 20, 21
	Language: 4	1, 2, 3, 6	p. 22-26
	Writing: 2	3	p. 29-33
	Speaking and Listening: 1	2, 3	p. 37-40
2	Reading Literature:	10	p. 12,13
	Reading Informational: 1, 2, 5, 6	3, 4, 10	p. 14-21
	Language: 4	1, 2, 3, 6	p. 22-26
	Writing: 2	1	p. 27-31
	Speaking and Listening: 1	2, 3	p. 37-40
3	Reading Literature: 1, 2, 4	6, 7, 9, 10	p. 7-13
	Reading Informational: 1, 2, 5, 6	7, 8, 9, 10	p. 14-21
	Language: 4, 5	1, 2, 3, 6	p. 22-26
	Writing: 4, 6	5	p. 34-36
	Speaking and Listening: 1	4, 5	p. 37-42
4	Reading Literature: 1, 2, 4	3, 5, 6, 10	p. 7-13
	Reading Informational: 1, 2, 5, 6	3, 4, 8, 10	p. 14-21
	Language: 4, 5	1, 2, 3, 6	p. 22-26
	Writing: 4, 6	5	p. 34-36
	Speaking and Listening: 1	2, 3, 4, 5	p. 37-42

CCR Anchor Standards

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.

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.

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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.

Writing

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.

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.

Reading Standards for Literature

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidence		
<p>Priority Standard RL.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.</p>	<p>Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i> The teacher and students discuss what “most strongly supports” means when describing the quality of evidence, and then they create a rubric. Students use the rubric to choose their textual evidence when answering text-dependent questions.</p> <p>The teacher provides students with an inference from the text. Students go back into the text and underline three pieces of evidence. In pairs, students compile their evidences together and discuss the strength of each piece of evidence. Pairs narrow down their six pieces of evidence to the top three examples. Pairs share their evidence with the class and justify their reasoning.</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>
<p>Priority Standard RL.8.2 Determine a theme 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.</p>	<p>Students establish the theme of a literary text, examine how it progresses, and note how it connects to the characters, setting, and plot. Using the theme and key details, students summarize the text without personal feelings or judgements.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>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</p>

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	<p><i>In the Classroom:</i> Students 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.</p> <p>The teacher models how to write an objective summary of a text by listing important details from the text. The teacher models how to include the details from the text in the summary and how to leave out personal opinions to ensure that the summary remains objective. Students practice the same method with a different text.</p>	<p>plot – the sequence of events in a story, play, movie, etc.</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p>
<p>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.</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>In the Classroom:</i> Students closely read a section of dialogue and annotate specific parts that tell more about who a character is. They highlight the meaningful section and make notes about what is revealed about the character.</p> <p>Students make lists 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.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p>

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	The teacher provides small groups of students with strips of paper that include different events and lines of dialogue. Students work together to arrange the events or dialogue in the following categories: propel action, reveal aspects of character, provoke decisions. While arranging the strips of paper, students discuss their reasoning for placement.	
Standard	Clarification	Glossary
<i>Cluster: Craft and Structure</i>		
<p>Priority Standard RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. 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>In the Classroom:</i> Students keep a chart of keywords they encounter 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.</p> <p>The teacher does 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.</p>	<p>analogy – a comparison drawn between two things for the sake of clarification or explanation</p> <p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing</p>	<p>Students examine the similarities and differences in the organization of two or more texts. They</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p>

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<p>structure of each text contributes to its meaning and style</p>	<p>examine how each of these different structures adds to the meaning and style of the texts.</p> <p><i>In the Classroom:</i> Students draw a diagram of each text’s structure. Students annotate each diagram, explaining how the structure contributes to its meaning and style. Students compare and contrast the two diagrams side-by-side, noting the differing structure of each text and how the structure contributes to the meaning and style.</p> <p>Students work in small groups to examine the structures of three literary texts. Students discuss the similarities and differences in how each is organized and develop written explanations of how each structure contributes to the meaning and style of the text.</p>	<p>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.</p> <p>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.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RL.8.6 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 frame of references 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>In the Classroom:</i> As students read, they use Venn diagrams to compare and contrast what a character knows, thinks, and feels in a text to what the reader is aware of and how he/she feels about the events. Students record textual evidence around the outside of the diagram to support their thinking. The teacher facilitates a discussion with students</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>perspective – an attitude toward or outlook on something</p>

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	<p>on how these different perspectives affected the mood of the text for the reader and if the author was successful at creating suspense or humor. The teacher does a think aloud explaining how an author uses dramatic irony to create suspense or humor in a text. Following this modeling, students collaborate in small groups to find additional examples of irony in a text and discuss what effect it creates. Small groups create tableaus to share with the whole class that illustrate the ironic example and effect from their text.</p>	
Standard	Clarification	Glossary
<i>Cluster: Integration of Ideas and Analysis</i>		
<p>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.</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>In the Classroom:</i> The class reads a fictional text that has a film or play version available on video. The teacher asks the students to create graphic organizers to identify the changes from the text to the video and their thoughts about those adaptations. The students write responses explaining the changes made and the impact of the changes on the audience.</p> <p>Students 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.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

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<p>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>	<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>In the Classroom:</i></p> <p>The teacher provides a contemporary work of literature that contains a character similar to a well-known mythological character. Students use Venn diagrams to explain how the modern character is different from and similar to the mythological character.</p> <p>The teacher leads a class discussion using questions such as: “How has the theme/event/character from ____ been modernized in ____?” “What theme/event/character has been taken from ____ and used in ____? How did the author change it/him/her? “How does the theme/event/character from ____ compare to ____?”</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>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.)</p> <p>event – a thing that happens; an occurrence</p> <p>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</p>
Standard	Clarification	Glossary
Cluster: Range of Reading and Complexity		
<p>RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>By the end of grade 8, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p>	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to</p>

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	<p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p> <p>The teacher provides 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.</p> <p>Prior to independent reading, the teacher asks students to turn and talk to partners about their experiences with _____. After independently reading, students turn and talk to the same partners, explaining how their previously shared experience with _____ connects to the text.</p>	<p>complete a particular skill, such as reading complex texts, with success</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>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)</p>
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Reading Standards for Informational Text

Standard	Clarification	Glossary
Cluster: Key Ideas and Evidences		
<p>Priority Standard 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.</p>	<p>Students carefully choose evidence that best supports their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i> The teacher does a think-aloud to model how to evaluate textual evidence for strength in supporting an explanation or answer. Students respond to text-dependent questions using evidence that would be considered strong.</p> <p>Students work in groups. Each group is provided with an inference. They must find three to five examples of textual evidence to support that inference. Students rank the strength of the examples and justify their rankings. They create a rubric for evaluating evidence based on what they learn.</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>inference – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>
<p>Priority Standard 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.</p>	<p>Students establish the central idea of a text and explain how it progresses throughout the text and note its connection to supporting ideas. Using the central idea and key details, students summarize the text without personal feelings and judgments.</p> <p><i>In the Classroom:</i> The teacher provides 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</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>central idea – the unifying concept within an informational text to which other elements and ideas relate</p> <p>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</p>

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	<p>summary and explain why they eliminated that information.</p> <p>Students use graphs, such as line charts, to map out the development of the central idea of a text from beginning to end. They return to the text and look for supporting ideas that add to the development of the central idea.</p>	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p>	<p>Students examine how a text creates relationships and contrasts between specific people, ideas, or events, such as how a text uses comparisons, analogies, or categories.</p> <p><i>In the Classroom:</i></p> <p>Students use concept maps to illustrate the connections and distinctions between individuals, ideas, or events. Students place each individual, idea, or event in its own bubble. Students use lines to connect or branch off from individuals, ideas, or events. On the lines that connect, students explain how the text made connections between the elements. On the lines that branch off, students explain how the text made distinctions between elements.</p> <p>Students use a three-column graphic organizer: the first column is labeled “Individuals, Ideas, or Events,” the second is labeled “Connections,” and the third is labeled “Distinctions.” In the first column, students list the individuals, ideas, or events from the text. In the second column, students explain how the text connected the individual, idea, or event to another within the text. In the third column, students explain how the</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>event – a thing that happens; an occurrence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

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	text made the individual, idea, or event distinct from the others.	
Standard	Clarification	In the Classroom
Cluster: Craft and Structure		
<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. They consider how words chosen by the author contribute to the meaning and tone, including analogies or allusions to other texts.</p> <p><i>In the Classroom:</i> The teacher provides a text with keywords and phrases marked and models 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.</p> <p>The teacher provides small groups with an exemplar text that uses analogies or allusions. In small groups, students identify the analogies and allusions and discuss their meanings. Students prepare posters of their findings to share in a gallery walk.</p> <p>Students 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 tone, and they discuss how these word choices helped express the speakers’ attitudes toward a particular topic or idea.</p>	<p>analogy – a comparison drawn between two things for the sake of clarification or explanation</p> <p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>

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<p>Priority Standard 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.</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>In the Classroom:</i> The teacher deconstructs 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 discuss the purpose of structural choices.</p> <p>Students use annotation to note key ideas the author explores extensively. They identify the sentence that best develops a major idea or concept. Students discuss their choices in small groups. Each group defends its final sentence selection to the whole class by explaining why its sentence most effectively communicates and elaborates the author’s ideas.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>Priority Standard 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>	<p>Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain the techniques the author uses to address contradictory ideas or evidence.</p> <p><i>In the Classroom:</i> Students read a text twice. The first time, students highlight words, phrases, sentences, and passages that reveal the author’s point of view or purpose. The second time, students highlight text where the author acknowledges and responds to</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>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</p>

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	<p>conflicting evidence or viewpoints. Students share and explain their findings with a partner.</p> <p>Students closely read a text and use graphic organizers to record responses to the following:</p> <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’s respond to conflicting views or evidence? 	<p>which one relates the events of a story or makes an argument</p> <p>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)</p> <p>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.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Standard	Clarification	Glossary
Cluster: Integration of Ideas and Analysis		
<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p>Students assess the pros and cons of utilizing different mediums to present a specific topic or idea.</p> <p><i>In the Classroom:</i> The teacher displays examples of the various mediums, and the class takes Cornell notes on the benefits and pitfalls of each type of medium. The teacher then shows a presentation on a topic which implements various mediums, and the class identifies the benefits and pitfalls of the use of each medium through think-pair-share discussions.</p> <p>Small groups each complete a different activity: read and annotate a newspaper article from an event in history, view photographs from the same</p>	<p>evaluate – to determine quality or value after careful analysis or investigation</p> <p>medium – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.)</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>

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	<p>event, and read and annotate a famous speech from the same event. Students create an infographic of the pitfalls and benefits of their group’s medium, and then they present their medium to the class. The class discusses the roles different mediums played in the representation of the event.</p>	
<p>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.</p>	<p>Students precisely describe and assess the argument and the specific claims made in the text. They evaluate the validity of the reasons provided. They assess if the evidence used is relevant and if there is enough evidence to support the claim. Students identify when unrelated evidence is used.</p> <p><i>In the Classroom:</i> Students work in groups of two to identify and highlight the claim in one color and the evidence used to support the claim in another color. Each group determines whether the evidence supports the argument, and the teacher polls the class to see whether it believes the evidence supports the argument. If the evidence does not support the argument, groups work to determine why.</p> <p>Students highlight the argument and specific claims in a text. In another 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.</p>	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>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</p> <p>delineate – to describe something precisely</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>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,</p>

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		details, etc. that are closely related to the idea being expressed by the claim
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>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.</p> <p><i>In the Classroom:</i> Students compare two texts on the same topic. While reading, students highlight sentences and passages in the texts that provide conflicting information. Students use different color highlighters for each instance where the texts conflict. Then they share their findings with the class.</p> <p>Students highlight instances where the texts provide conflicting information. Students annotate each highlighted portion of text using an “F” for Fact or an “I” for Interpretation. Students compare the texts side-by-side and identify where the texts disagree on matters of fact or interpretation.</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
Standard	Clarification	Glossary
Cluster: Range of Reading and Complexity		
RI.8.10 By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text .	By the end of grade 8, students competently read and understand informational texts on the high end of the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.	<p>independently – on one’s own, without aid from another (such as a teacher)</p> <p>informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</p>

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	<p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p> <p>The teacher provides 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.</p> <p>The teacher asks students to write short responses explaining what they remember about _____. After independent reading, students add to their previous responses by incorporating newly learned information from the text.</p>	<p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>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)</p>
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Language Standards

Standard	Clarification	Glossary
Cluster: Conventions of Standard English		
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	<p>See Language Grammar Continuum https://drive.google.com/file/d/16yfnjYlkY3uOX25nVCIZO2Z8HEAqng4 /view See (p. 42-58).</p> <p>The teacher provides opportunities for students to apply each skill within their writing as they work toward mastery. Formative assessment should provide teachers with an understanding of students’ prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the “How to Introduce and Model” column of the continuum clarification document.</p>	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>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.</p> <p>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</p> <p>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.)</p>
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	<p>Language Conventions Continuum https://drive.google.com/file/d/16yfnjYlkY3uOX25nVCIZO2Z8HEAqng4 /view See (p. 59-65)</p> <p>The teacher provides opportunities for students to apply each skill within their writing as they work toward mastery. Formative assessment should provide teachers with an understanding of students’ prior knowledge on a given skill. Teachers may build on this prior knowledge rather</p>	<p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>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</p>

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	than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the “How to Introduce and Model” column of the continuum clarification document.	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.)
Standard	Clarification	Glossary
Cluster: Knowledge of Language		
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional mood to achieve particular effects.	<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> <ul style="list-style-type: none"> • Students purposefully use active or passive verbs to create a desired result, such as emphasizing the actor or the action. Students also purposefully use the conditional mood of verbs to create effects, such as expressing uncertainty or describing a state contrary to fact. <p><i>In the Classroom:</i></p> <p>The teacher provides students with a list of sentences that alternate between active and passive voice. The teacher and students discuss each sentence and the effect created by the particular voice used. In small groups, students change each sentence to the opposite voice and discuss the impact of the change.</p> <p>The teacher provides students with a text that uses the conditional mood. The students revise the piece, eliminating conditional forms (e.g., replacing “would” with “will”). The teacher and students discuss the effects of making such changes.</p>	<p>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.”)</p> <p>mood – the atmosphere or general feeling evoked in a reader while reading, developed through the author’s use of diction, style, and figurative language</p> <p>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.)</p>

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Standard	Clarification	Glossary
Cluster: Vocabulary Acquisition and Use		
<p>Priority Standard L.8.4 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 grade 8 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> <ul style="list-style-type: none"> • Context clues: Students use the overall meaning of a sentence or paragraph or a word’s position or function in a sentence as a clue to the meaning of the word or phrase. • Word parts: Students use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words. For example, the root “cede” means “to yield or give way” in the words precede, recede, and secede. • Word relationships: Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words. • Reference materials: Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary. <p><i>In the Classroom:</i> Students highlight unfamiliar words as they read a text. The teacher and the students compile a list of highlighted words on the board. The teacher divides the students into small groups and assigns</p>	<p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)</p> <p>reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>

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	<p>each group an equal portion of the words. The students use context clues and word relationships to determine the meanings of their words. Following this, each small group shares out their thoughts and reasoning.</p> <p>The teacher gives students 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. The teacher circulates and discusses students' thoughts with them as they work through this activity. Following this, students consult a reference material to verify the definitions they've created.</p>	
<p>Priority Standard L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech in context based on grade 8 reading and content. b. Distinguish among the connotations of words with similar denotations. 	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> • Students decipher the meaning of figurative language, such as verbal irony and puns, as it is used in the text in grade 8 texts and material. • Students differentiate between the associations of words that have similar definitions (e.g., bullheaded, willful, firm, persistent, resolute). <p><i>In the Classroom:</i> The teacher provides students with a short list of words that have similar denotations. Students create concept maps placing each word in its own bubble and drawing lines between the words to illustrate their associations. On the lines, students explain the difference in connotation between the connected words.</p>	<p>connotation – an emotional or abstract meaning evoked by a word in addition to its literal meaning</p> <p>denotation – the literal definition of a word, generally free of an emotional or cultural context</p> <p>figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)</p> <p>nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)</p>

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	<p>The students highlight the figures of speech as they read a text. The teacher and students discuss how the overall meaning would change if the figurative language were to be taken literally. The teacher and students then discuss how the figurative language impacts the interpretation of the text.</p>	
<p>L.8.6 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> <p><i>In the Classroom:</i> The students use five-column tables: the first column is the “Word” or “Phrase”, the second is labeled “Reading,” the third is labeled “Writing,” the fourth is labeled “Speaking,” and the fifth is labeled “Listening.” Students keep records of the general academic and domain-specific words and phrases they use when reading, writing, speaking, or listening by listing the words in the first column and keeping tallies in the rest of the columns. Students add to the tables as they develop their vocabulary knowledge.</p> <p>Students create their own dictionaries that they add to throughout the year. Dictionaries include their own definitions, examples, and/or illustrations of each word.</p>	<p>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</p> <p>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.</p> <p>general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p>

Writing Standards

Standard	Clarification	Glossary
Cluster: Text Types, Purposes, and Publishing		
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of eighth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.</p> <p>See Writing Guide https://drive.google.com/file/d/16yfnjYlkY3uOX25nVCIZO2Z8HEAqng4/view (p. 17-22).</p> <p>Students ask themselves questions such as:</p> <ul style="list-style-type: none"> • Have I distinguished my claim from alternate or opposing claims? • How can I help my reader understand my claim even better? • What words do I use to create cohesion and clarify relationships between claim(s), counterclaims, reasons, and evidence? <p>Students reflect on these questions as they revise and edit their writing pieces.</p> <p>The teacher guides students as they analyze a mentor text for the author’s craft in building an</p>	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>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</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p> <p>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</p> <p>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</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>formal English, style, task, and use of – English language usage that adheres to grammar and style</p>

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	<p>argument. The students examine how the author moves fluidly from one piece of evidence to the next to validate the claim and how the author includes an opposing viewpoint. The students try the author’s approach in their own writing.</p>	<p>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.</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>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)</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>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</p>
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		<p>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</p> <p>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.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p>Priority Standard 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.</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; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>See Writing Guide https://drive.google.com/file/d/16yfnjYlkY3uOX25nVCIZO2Z8HEAqnq4_/view (p. 17-22).</p> <p><i>In the Classroom:</i> Students study informative/explanatory text structures such as cause/effect, definition, compare/contrast, etc. The teacher guides students in choosing the best structures for their topics and purposes.</p> <p>The teacher uses mentor texts to expose students to the elements of informative/ explanatory writing and uses model lessons to lead writing activities for</p>	<p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</p> <p>cohesion – the action of forming a unified whole; the quality of being united logically</p>

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<p>details, quotations, or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</p>	<p>the entire class. The teacher may model how to introduce a topic clearly, how to use appropriate and varied transitions, establish a formal style, etc. Students try the modeled techniques in their own writing.</p> <p>Students focus on how well the purpose and audience of their writing has been addressed by asking themselves questions, such as:</p> <ul style="list-style-type: none"> • Do I clearly explain my topic, subject, or concept? • Do I provide only relevant examples to illustrate the concept? • How can I help my reader understand the topic even better? • Can I choose different transition words or phrases to create clarity and cohesion in showing the relationships among ideas? • Are the categories I used to organize my topic too specific? Are they too broad? <p>As students reflect on these questions, they work to rewrite their papers so their explanations are made even stronger.</p>	<p>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</p> <p>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</p> <p>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.</p> <p>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.)</p> <p>graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic</p> <p>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)</p>
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		<p>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</p> <p>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.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 	<p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of eighth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.</p>	<p>audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p>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</p> <p>event – a thing that happens; an occurrence</p> <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p>

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<p>d. 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.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>See Writing Guide https://drive.google.com/file/d/16yfnjYlky3uOX25nVCIZO2Z8HEAqng4_/view (p. 17-22).</p> <p><i>In the Classroom:</i> Students focus on how well the purpose and audience of their writing has been addressed. Students ask themselves questions such as:</p> <ul style="list-style-type: none"> • “Am I telling a real or imagined event? Is that clear to the reader?” • “Do I use appropriate transition words that help the reader understand the sequence of the narrative?” • “Are there better word choices to make this event more vivid in the reader’s mind?” <p>As students reflect on these questions, they should work to rewrite their narratives so they are made even stronger.</p> <p>The teacher provides students with two different time frames or settings. As a class, the teacher and students brainstorm transition words, phrases, and clauses that could be used to signal shifts from one time frame or setting to the other.</p> <p>Students draw rough sketches of the action, experience, or event from a specific portion of their writing. They “zoom-in” to one part of their sketch by highlighting it. Students then list the words, phrases, details, and imagery that could be used to describe that one particular highlighted part of the sketch. They add these words, phrases, details, and imagery to their writing. Students also highlight another portion of the sketch and repeat the</p>	<p>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)</p> <p>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</p> <p>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)</p> <p>reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it</p> <p>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</p> <p>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</p>
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	<p>strategy until their writing truly captures the action and conveys the experiences and events.</p>	<p>and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p>sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p>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.</p> <p>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</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p>
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<p>Priority Standard W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p>	<p>Students use digital tools and resources to create and share writing with audiences (e.g., screencast, word processing, articles, etc.) and to effectively show the connections between information and ideas. Students also use digital tools to communicate and collaborate with peers (e.g. conferencing apps, web extensions, collaborative websites, etc.).</p> <p><i>In the Classroom:</i> The teacher chooses a topic for discussion, sets up an online forum, and facilitates an online class discussion. The students compose response statements to the topic which they post to the discussion forum. Students respond to several classmates’ statements and responses.</p> <p>The teacher asks students to select a piece of writing they have previously produced. The teacher and students brainstorm ways in which digital tools and resources can effectively present additional information related to the students’ selected pieces. The students use digital tools to link to and/or embed elements (e.g., images, graphs, charts, and videos) into their pieces to present information and ideas efficiently.</p>	<p>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.</p> <p>interact – to act in such a manner as to influence another</p> <p>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</p>
Standard	Clarification	Glossary
Cluster: Research		
<p>W.8.5 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.</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</p>	<p>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</p>

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	<p>the different facets of the topic and question under study.</p> <p><i>In the Classroom:</i> The teacher divides students into small groups and provides each group with a topic. For a set amount of time, students jot down driving research questions on sticky notes: one question per sticky note. When the teacher calls time, students compile all of their questions. Students choose one question as their driving question and choose two-three other questions that could serve as follow up questions that allow for other avenues of exploration. Students revise their follow up questions as needed.</p> <p>The teacher provides students with a list of questions that could be answered through research. During this group brainstorming, the teacher and students examine each question and identify those that are multi-faced, open-ended questions. The teacher and students rephrase simple “yes-or-no” questions as well. The students then choose the questions they will use for their research projects.</p>	<p>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</p>
<p>Priority Standard W.8.6 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.</p>	<p>Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source 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.</p>	<p>digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats</p> <p>paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding</p>

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	<p><i>In the Classroom:</i></p> <p>The teacher provides students with a short essay and a list of quotes that provide data or conclusions. The teacher helps students identify which quotes should be quoted directly in the essay and which quotes should be paraphrased in the essay.</p> <p>The teacher provides the students with two sources: one credible and accurate and the other unreliable and inaccurate. The teacher informs the students which source is which. Together, the teacher and students examine the differences between the sources and develop a list of criteria for assessing the credibility and accuracy of each source.</p>	
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Speaking and Listening Standards

Standard	Clarification	Glossary
Cluster: Collaboration and Communication		
<p>Priority Standard SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>b. 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>c. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>e. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Students take a meaningful part in purposeful discussions about grade 8 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> • Students prepare for discussions ahead of time and support their statements with evidence from preparation materials. • Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group. • Students ask questions that connect to multiple comments or ideas from others. Students also provide appropriate, detailed answers to questions asked by others. • Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they either make changes to or provide further evidence for their own views, depending upon which is necessary. <p><i>In the Classroom:</i> The teacher explains the importance of guidelines for conducting an orderly discussion. The teacher and students brainstorm a list of shared norms or</p>	<p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</p> <p>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</p> <p>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</p>

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	<p>rules that would allow students to have an organized, understandable discussion.</p> <p>The teacher provides students with a self-check list of guidelines for discussions, including items such as “respond to another classmate’s point”, “support a claim with evidence from the text”, “pose questions for clarification”, etc. Students then use the list during a small or whole group instruction to self-assess.</p>	<p>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.</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc</p>
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p>	<p>Students conduct a detailed examination of information presented in various ways and forms in order to determine and understand its purpose. Additionally, students examine and judge the value of the reasons different pieces of information are used.</p> <p><i>In the Classroom:</i></p> <p>The teacher plays a video recording of a news report so students only listen to the audio without seeing the information presented in its diverse formats (e.g., cut-away clips, voice-over, etc.). Students journal briefly about their thoughts on the purpose of the information presented. The teacher plays the recording again, this time allowing students to listen and view the video. Students return to their journals and add their opinions on the motives behind the news report being presented in this manner. Students then discuss their thoughts with partners.</p> <p>The teacher shows students a recorded speech and the accompanying presentation materials (e.g., slides, handouts, images, etc.). The teacher guides students through a detailed examination of the</p>	<p>analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p> <p>motive/motivations – the reason for a particular action; that which gives purpose to an action or behavior</p> <p>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)</p>

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	<p>purpose behind each of the accompanying presentation materials. Students evaluate the motives behind the inclusion of information presented in various and distinct formats, asking questions such as these: <i>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?</i></p>	
<p>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>	<p>Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim. Students recognize unrelated evidence.</p> <p><i>In the Classroom:</i> The teacher and students brainstorm to create a Likert- type scale, which will be used to gauge the relevance of evidence in a speech. Following this, the teacher plays an audio recording of a speech, pausing when the speaker presents or introduces evidence. The students rate the evidence on the Likert-type scale. Once the entire speech has been heard, the teacher divides students into small groups, and the students discuss their ratings.</p> <p>The teacher provides students with written copies of a speech from which statements of evidence have been removed and the blanks numbered. The teacher also hands out lists of possible pieces of evidence, with each number blank space on the speech having three possible choices. The students read through the speech and attempt to determine which statements of evidence best fit the claims. Following this, the teacher plays the original</p>	<p>argument – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p>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</p> <p>delineate – to describe something precisely</p> <p>evaluate – to determine quality or value after careful analysis or investigation</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>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</p>

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	recorded speech, and the students check their thinking.	
Standard	Clarification	Glossary
Cluster: Presentation of Knowledge and Ideas		
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>Students present claims and findings. They highlight the most important points in a clear and focused way using appropriate, related evidence, valid reasoning, and well- chosen details. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.</p> <p><i>In the Classroom:</i></p> <p>The teacher asks students to present findings from research on a topic of their choosing. The teacher divides the class into groups of four and gives each student only three minutes to present to the other members of the small group, forcing them to emphasize the most important points. The teacher provides all group members with a checklist-style rubric, which the students fill in while each member presents, checking for relevant evidence, valid reasoning, and well-chosen details, given the time constraint.</p> <p>The teacher divides the class in half, asking one side of the class to focus on well-known neighbors as audience members and asking the other to focus on a panel of business people as audience members. The teacher provides the students with an outline for a speech containing only the main ideas and/or themes.</p>	<p>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</p> <p>coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</p> <p>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</p> <p>reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p>salient – most important or worthy of notice; prominent</p> <p>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</p>

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	<p>Students, working in partners, choose evidence and details to support the main points with the prescribed audience in mind. Following this, the teacher facilitates a whole group conversation around the different choices that were made based on the two different audiences.</p>	<p>choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p>
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Students combine multimedia and visual elements in their presentations to make the information being shared clearer, to further support claims, and to make the overall presentation more interesting.</p> <p><i>In the Classroom:</i> The teacher provides students with an example of a well-constructed multimedia presentation. The teacher divides students into small groups and provides them with a three-column chart. The columns have the following titles: “clarify information”, “strengthen evidence”, and “add interest”. As students view the presentation, they discuss the reason the presenter used particular multimedia elements, placing each into one of the columns on the chart. Students share the reasoning behind their selections with the class. The students then apply this same strategy to their own presentations.</p> <p>After assigning a presentation to the students, the teacher asks students to identify (1) one place where information needs to be clarified, (2) one place where a claim or evidence needs to be strengthened, and (3) one place where there is an opportunity to add interest. After consulting with the teacher on their selections, the students find and/or create three multimedia and/or visual displays, one for each of the items they identified.</p>	<p>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</p> <p>evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p>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.</p>

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	The teacher divides the students into small groups where the students share their reasons as a means of obtaining feedback before finalizing their choices.	
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