

# Grade 8

## READING: LITERATURE

- 1 CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
  - 1 Cite text to support inferences from stories and poems. [RL.8.1](#)

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- 2 CCR Anchor Standard RL.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
  - 2 Recount an event related to the theme, including details about character and setting. [RL.8.2](#)

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- 3 CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
  - 3 Identify which incidents in a story or drama lead to subsequent action. [RL.8.3](#)

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- 4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**
  - 4 Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning" [RL.8.4](#)

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- 5 CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
  - 5 Compare the structure of two or more texts. [RL.8.5](#)

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- 6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**
  - 6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor. [RL.8.6](#)

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- 7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
  - 7 Compare a text version of a story or drama with a video or live version of the same text. [RL.8.7](#)

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

K-12 Not applicable to literature

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

9 Compare themes, patterns of events, and characters across two or more stories or dramas. [RL.8.9](#)

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

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

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**READING:  
INFORMATIONAL TEXT**

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

1 Cite text to support inferences from informational text. [RI.8.1](#)

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

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

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

3 Sequence events in the order they were presented in the text. [RI.8.3](#)

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

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

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

5 Locate the topic sentence and supporting details in a paragraph. [RI.8.5](#)

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

6 Determine an author's purpose or point of view and identify examples from text that describe or support it. [RI.8.6](#)

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

7 Determine whether a topic is best presented as audio, video, multimedia, or text. [RI.8.7](#)

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

8 Identify the argument in a text and claims that support it. [RI.8.8](#)

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

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

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

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

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**WRITING**

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

1 Write claims about topics or texts. [W.8.1](#)

a State the claim and provide reasons or pieces of evidence to support it. [W.8.1.A](#)

b Write reasons to support a claim about a topic or text. [W.8.1.B](#)

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

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

2 Write to share information supported by details. [W.8.2](#)

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

b Write one or more facts or details related to the topic. [W.8.2.B](#)

c Write complete thoughts as appropriate. [W.8.2.C](#)

d Use domain specific vocabulary related to the topic. [W.8.2.D](#)

e Provide a closing. [W.8.2.E](#)

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**3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 3 Write about events or personal experiences. **W.8.3**
- a Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. **W.8.3.A**
  - b Use temporal words (e.g., first, then, next) to signal order. **W.8.3.B**
  - c Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. **W.8.3.C**
  - d Provide a closing. **W.8.3.D**

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

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

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

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

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

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

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

Omitted because it is an expectation of RL and RI Standards

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

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

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## **SPEAKING AND LISTENING**

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

- 1 Communicate with others in group interactions. [SL.8.1](#)
    - a Come to discussions prepared to share information previously studied. [SL.8.1.A](#)
    - b Follow simple rules and carry out assigned roles during discussions. [SL.8.1.B](#)
    - c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. [SL.8.1.C](#)
    - d Acknowledge new information expressed by others in a discussion and relate it to own ideas. [SL.8.1.D](#)
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### **2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- 2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats. [SL.8.2](#)
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### **3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 3 Determine the argument made by a speaker on a topic. [SL.8.3](#)
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### **4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 4 Communicate findings including relevant descriptions, facts, or details. [SL.8.4](#)
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### **5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- 5 Include multimedia and visual information into presentations. [SL.8.5](#)
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### **6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 6 Integrated into SL.4 [SL.8.6](#)
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## **LANGUAGE**

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

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

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

- 2 Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing. **L.8.2**
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**3 CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.**

- 3 Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating. **L.8.3**
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**4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 4 Demonstrate knowledge of word meanings drawn from grade 8 content using context clues. **L.8.4**
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**5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

- 5 Demonstrate understanding of word relationships and use. **L.8.5**
- a Demonstrate understanding of the use of multiple meaning words. **L.8.5.A**
  - b Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). **L.8.5.B**
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**6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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