

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING 6-12	READING STANDARD	GRADE EIGHT SKILL	ASSESSMENT	RESOURCES
<p>How will going back to the text for evidence provide meaning beyond the literal level?</p> <p>What will dialogue reveal about a character?</p> <p>How do you analyze text for figurative language?</p> <p>How will graphic organizers aid in comprehension?</p> <p>How will text translated from another language broaden your global perspective?</p> <p>How is reading a book a more personal practice than watching a movie or play?</p> <p>What “new ideas” are generated when an old story is recreated for modern times?</p>	<p>Key Ideas and Details</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and</p>	<p>Literature</p> <p><i>Key Ideas & Details</i></p> <p><i>Craft & Structure</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><i>Responding to Literature</i></p>	<ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. • 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. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • Analyze how the differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. <ul style="list-style-type: none"> ➤ Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures. • Analyze the extent to which film 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. • Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. • Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently by the end of the year. • Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> ➤ Self-select text to develop personal preferences. 	<p>Journeys: <i>Journeys Weekly, Benchmark and Unit Tests L8</i></p> <p>New York State Grade 8 Language Arts Test Reading, Listening & Reading, Reading & Writing</p> <p>Note: Students at risk should be monitored more frequently for growth. (<i>Response to Intervention, RTI</i>)</p> <p>Story Maps</p> <p>Conference log</p> <p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p> <p>Extended Essay</p>	<p>Literature: Stories, Drama Poetry</p> <p><u>Grades 6-8 (45% Literary)</u></p> <ol style="list-style-type: none"> 1. <i>Little Women</i> 2. <i>The Adventures of Tom Sawyer</i> 3. <i>The Road Not Taken</i> 4. <i>The Dark is Rising</i> 5. <i>Dragonwings</i> 6. <i>Roll of Thunder, Hear My Cry</i> <p>Informational: Literary Nonfiction (55% Informational)</p> <ol style="list-style-type: none"> 1. <i>Letter on Thomas Jefferson</i> 2. <i>Narrative on the Life of Frederick Douglas, an American Slave</i> 3. <i>Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940 by Winston Churchill</i> 4. <i>Harriet Tubman: Conductor of the Underground Railroad</i> 5. <i>Travels with Charlie: In Search of America</i> <p>Authors and Illustrators www.macmillan.com</p> <p>A-Z Reading www.readinga-z.com</p>

<p>How might your geographic location and prior knowledge influence your thoughts about a topic?</p> <p>Does going back to the text and rereading improve one's understanding?</p> <p>Why is it important to recognize your own interests when choosing reading material?</p> <p>What clues might an author provide to aid a reader in understanding the central idea of a text?</p> <p>What specific examples show a connection between individuals, ideas or events in a text?</p> <p>How would a reader use specific words and phrases to determine an author's message?</p> <p>How is an idea different from a concept?</p> <p>What can you do to verify information in a text?</p>	<p>quantitatively, as well as in words.*</p> <p>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. (Not applicable to literature.)</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <p><u>CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><u>Informational Text</u></p> <p><i>Key Ideas & Details</i></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><u>Writing</u></p> <p><i>Text Types and Purpose</i></p>	<p>➤ Establish and use criteria to classify, select, and evaluate texts to make informal judgments about the quality of the pieces.</p> <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports and analysis of the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide and objective summary of the text. Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., though comparisons, analogies, or categories). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other text. 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. Determine and author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea 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. 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 and interpretation. <ul style="list-style-type: none"> ➤ Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. Read and comprehend literary non-fiction at the high end of the grades 6-8 complexity bands independently and proficiently by end of year. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ➤ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize reasons and evidence logically. 	<p>Screen plays</p> <p>Venn diagram</p> <p>Feature analysis (graphic organizer)</p> <p>Analysis using criterion based rubric.</p> <p><i>#10 End of Year Measuring Range, Quality & Complexity of Student Reading</i></p> <p>Informal Reading Inventories(IRI's)</p> <p>Text based discussion review, Criterion based rubric</p> <p>Essay, summary, and/or report that articulates a clear thesis statement</p>	<p>Brain Pop http://www.brainpop.com/</p> <p><u>Classroom Assessment & Grading</u>, Robert Marzano</p> <p>CCSS for ELA and Literacy include 3 appendices:</p> <ul style="list-style-type: none"> Appendix A Research supporting key elements of the standards and Key Terms Appendix B: Test Exemplars and Sample Performance Tasks Appendix C: Samples of Student Writing <p>Common Core:</p> <ul style="list-style-type: none"> Getting Started With the Common Core Common Core Implementation, instructional Shifts Video Series Curriculum Exemplars http://www.corestandards.org <p>http://www.emsc.nysed.gov/ciai/</p> <p>http://engageny.org/teachers/ http://www.time4learning.com</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p>Cooperative Learning <u>Cooperative Learning</u>, Spencer Kagan, www.KaganOnline.com</p>
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<p>How will you differentiate between a salient point and one that is insignificant?</p> <p>What topics are important for 8th grade students to gain more information?</p> <p>How and where do you find primary and secondary source documents?</p> <p>What is interpretive writing?</p> <p>How do transitions alert the reader to a change in the action or events?</p> <p>What rules should we follow for writing and speaking effectively?</p> <p>How do literary devices enhance writing?</p> <p>What are symbolism, flashback and foreshadowing?</p> <p>What are the narrative techniques that are used in writing?</p>	<p>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.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Research to Build Present and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support</p>	<p><i>Emphasis by Grade 8: To persuade 35% To explain 35% To convey experience 30%</i></p> <p><i>Production and Distribution of Writing</i></p>	<ul style="list-style-type: none"> ➤ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. ➤ Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from and supports the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ➤ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multi-media when useful in aiding comprehension. ➤ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ➤ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ➤ Use precise language and domain-specific vocabulary to inform about or explain the topic. ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from and supports the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ➤ Engage and orient the reader by establishing a content and point of view and introducing a narrator and/or characters; 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. ➤ 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. ➤ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ➤ Provide a conclusion that follows from and reflects on the narrated experiences or events. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 	<p>supported with details, and appropriate conventions of writing, literary devices (3-5 pages) Criterion based rubric</p> <p>1. Samples of student work accumulated overtime on a range of writing styles.</p> <p>2. Samples in which ideas are modified from first draft to final product</p> <ul style="list-style-type: none"> • Unedited first draft • Revised first draft • Writing rubrics Evidence of effort <p>3. Improvement noted on pieces</p> <ul style="list-style-type: none"> • completed assignments • personal involvement noted <p>4. Writing that illustrates critical thinking about readings.</p> <p>5. Notes from individual reading</p>	<p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u>, Richard W. Paul, Linda Elder</p> <p>http://changingminds.org</p> <p>http://www.lessonplanet.com</p> <p><u>The Differentiated Classroom: Responding To The Needs Of All Learners</u>, Carol Ann Tomlinson</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>Ekwall/Shanker Reading Inventory 5th Edition</u>, James Shanker & Ward A. Cockrum</p> <p><u>Getting Started with Literature Circles</u>, Katherine L. Schlick, Noel and Nancy J. Johnson</p> <p>Global Classroom www.k12virtualclassroom.us</p> <p>Great Books</p>
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<p>How does a conclusion explain and bring closure to a piece of writing?</p> <p>What advantages/disadvantages are there to accessing the Internet for use in sharing information?</p> <p>What changes can you make in your attempts at writing to develop your organization and style?</p> <p>How do you know an Internet source is credible?</p> <p>What aspects of analysis and reflection are you using to demonstrate understanding of literary and informational text?</p> <p>Why is important to write frequently and revisit your work?</p> <p>How will creating a response to literary work demonstrate your understanding of the text?</p>	<p>analysis, reflection and research.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding to Literature 11. Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration 1. Prepare for and participate</p>	<p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> <p>Responding to Literature</p>	<ul style="list-style-type: none"> ➤ Grade specific expectations for writing types are defined in standards 1-3. ➤ Produce text (print or nonprint) that explores a variety of cultures and perspectives. <p><i>With some guidance and support from peers and adults:</i></p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing how well purpose and audience have been addressed. <ul style="list-style-type: none"> ➤ Editing for conventions should demonstrate command of Language 1-3 up to and including grade 8. Use technology, including the Internet, to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others. • 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. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility/ accuracy of each source; quote or paraphrase the data and conclusions of other while avoiding plagiarism and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ➤ Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ➤ Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). • Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose and audiences. • Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. <ul style="list-style-type: none"> ➤ Make well-supported personal, cultural, textual, and thematic connections across the genres. ➤ Create poetry, stories, plays, other literary forms e.g. .videos, artwork 	<p>and writing conference.</p> <p>6. Items that are evidence of development of style:</p> <ul style="list-style-type: none"> • organization • voice • sense of audience • choice of words • clarity <p>7. Writing that shows growth in usage of strategies and conventions:</p> <ul style="list-style-type: none"> • self-correction • punctuation spelling • grammar appropriate form legibility <p>Literature extension:</p> <ul style="list-style-type: none"> •scripts for drama •visual arts •written forms •webs •charts •time lines •murals <p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> •reports •journals •literature logs •feature article •document based 	<p>www.greatbooks.org</p> <p><i>Journeys</i> Comprehensive Language and Literacy Guide, 6th https://www-k6.thinkcentral.com/ePC/start.do</p> <p>www.middleweb.com</p> <p><i>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</i>, Ellin Oliver Keene and Susan Zimmerman.</p> <p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>http://www.reading.org/</p> <p>Text Based Discussion http://www.nagc.org</p> <p>Writing Process/Six Traits http://www.readwritethink.org http://educationnorthwest.org/traits</p> <p>http://www.internet4classrooms.com/</p> <p>www.scholastic.com</p> <p><i>Using Formative Assessment</i></p>
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<p>What does the term “bird walking” denote during a discussion?</p> <p>How does new information impact your previous understanding about a topic?</p> <p>Why might a speaker’s motive influence the content and outcomes of a presentation?</p> <p>How is deductive and/or inductive reasoning used to evaluate information?</p> <p>How will you discern the quality of a presentation?</p> <p>How can you learn and recognize correct conventions of language by analyzing passages in text?</p> <p>Is it always required to use formal English?</p> <p>Why are conventions of standard English necessary to language?</p>	<p>effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of conventions of standard English</p>	<p><u>Speaking & Listening</u></p> <p><i>Comprehension and Collaboration</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<ul style="list-style-type: none"> • Engage effectively in range collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas expressing their own clearly. <ul style="list-style-type: none"> ➤ 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. ➤ Follow rules for congenial discussion and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ➤ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observation and data. ➤ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ➤ Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. • Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <ul style="list-style-type: none"> ➤ Use their experiences and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • Delineate a speaker’s argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence, and add interest. • Adapt speech to a variety of contexts and tasks, demonstrate command of formal English when indicated or appropriate. <ul style="list-style-type: none"> ➤ See grade 8 Language standards 1& 3. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➤ Explain the functions of verbals (gerunds, participles, infinitives) in 	<p>summaries</p> <p>Oral reports and presentations(8 to 10 minutes) Criterion based rubric</p>	<p><i>to Monitor Learning and Inform Instruction: Giselle O. Martin-Kniep, Ph. D</i></p>
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	<p>grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>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.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify 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.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>Knowledge of Language</i></p> <p><i>Vocabulary Acquisition and Use</i></p>	<p>general and their function in particular sentences.</p> <ul style="list-style-type: none"> ➤ Form and use verbs in the active and passive voice. ➤ Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. ➤ Recognize and correct inappropriate shifts in verb voice and mood. <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Use punctuation (comma, ellipses, dash) to indicate a pause or break. ➤ Use an ellipse to indicate an omission. ➤ Spell correctly. • Use knowledge of language and its convention when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ➤ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ➤ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase. ➤ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ➤ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ➤ Interpret figures of speech (e.g., verbal irony, puns) in context. ➤ Use the relationship between particular words to better understand each of the words. ➤ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). • Acquire and use accurately grade-appropriate general academic and domain words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 		
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