

8th Grade ELA

Kentucky Academic Standards with Targets



English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster: Key ideas and Details	Grade: 8	Standard #: 1
Standard: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Type: ___ Knowledge ___ X Reasoning ___ Performance Skill ___ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the: <ul style="list-style-type: none"> • key ideas explicitly stated in the text. • evidence in the text that strongly supports the key ideas Recognize the difference between inference and what is explicitly stated in the text	Analyze text by: <ul style="list-style-type: none"> • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the keys supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 8	Standard #: 2
Standard: 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.			
Type: _____ Knowledge _____ X _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text	Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 8	Standard #: 3
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify elements of literature: <ul style="list-style-type: none"> • dialogue • plot • characterization 	Analyze lines of dialogue for: <ul style="list-style-type: none"> • propelling action • revealing characters • provoking decisions Analyze lines of incidents for: <ul style="list-style-type: none"> • propelling action • revealing character • provoking decisions 		

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 8	Standard #: 4
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify meaning and tone of a text Identify: <ul style="list-style-type: none"> • analogies • allusions to other texts 	Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text Analyze the impact of word choices on meaning and tone of a text Analyze the impact of: <ul style="list-style-type: none"> • analogies • allusions to other texts on meaning and tone		

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 8	Standard #: 5
Standard: 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.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify structural elements of two or more texts	Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style		

English Language Arts

CCR: Assess how point of view or purpose shapes content and style			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 8	Standard #: 6
Standard: Analyze how differences in point of view of characters and the audience or reader (e.g. Dramatic irony) create such effects as suspense and humor.			
Type: _____ Knowledge _____ X Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define <ul style="list-style-type: none"> • dramatic irony • suspense • humor Identify characters' points of view Recognize the techniques a writer uses to build suspense Recognize the techniques writers use to add humor	Cite examples from the text where characters with different points of view create suspense or humor Analyze how the characters' and the audience's varying points of view create humor and suspense		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 8	Standard #: 7
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize choices directors and actors make Define evaluate	Compare and contrast text(story or drama) and live or filmed production Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production Evaluate the outcome/impact of choices made by directors and actors		

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster:	Grade: 8	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 8	Standard #: 9
Standard: 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 how the material is rendered new.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • theme, • pattern of events or • character types Determine the similarities and differences between a : <ul style="list-style-type: none"> • modern work of fiction, • myth, • traditional story or • religious work 	Compare/Contrast : <ul style="list-style-type: none"> • themes • patterns of events • character types of modern work of <ul style="list-style-type: none"> • modern work of fiction, • myth, • traditional story or • religious work Evaluate how the myths, traditional stories, or religious are rendered new		

English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 8	Standard: 10
Standard: By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades at the high end of grades 6-8 text complexity band independently and proficiently.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9	Comprehend in literary text: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 8	Standard #: 1
Standard: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the difference in explicitly stated information and inference information in a text	Determine strongly supporting details for: <ul style="list-style-type: none"> • what is explicitly stated • inferences made Make inferences about what is said in the text Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred)		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 8	Standard #: 2
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • the central idea of a text • ideas that support the central idea 	Determine the relationship of ideas that support the central idea Analyze the development of the central idea over the course of the text Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 8	Standard #: 3
Standard: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: <ul style="list-style-type: none"> • compare/contrast • analogies • categorization Identify : <ul style="list-style-type: none"> • individuals • events • ideas within a text	Compare how: <ul style="list-style-type: none"> • individuals • ideas • events are connected (including classification and analogies) Contrast the distinctions between: <ul style="list-style-type: none"> • individuals • ideas • events within a text (including classification and analogies)		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 8	Standard #: 4
Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases • technical words and phrases in a text Identify words and phrases that include analogies and allusions to other texts, in a text	Determine the meaning of words and phrases, including the: <ul style="list-style-type: none"> • figurative • connotative • technical meanings of words and phrases as used in a text Analyze the impact of word choice on meaning and tone Analyze the impact of the use of analogies and allusions to other texts on meaning and tone		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 8	Standard #: 5
Standard: 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.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify : <ul style="list-style-type: none"> • different roles of sentences • structure of a specific paragraph in an informational text 	Analyze the : <ul style="list-style-type: none"> • role that a particular sentence plays in the paragraph in developing and refining the key concept • structure of specific sentences in developing the paragraph 		

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 8	Standard #: 6
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the author’s point of view or purpose Identify : <ul style="list-style-type: none"> • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text 	Compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 8	Standard #: 7
Standard: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify mediums of different types: <ul style="list-style-type: none"> • print • digital • video • multimedia Define evaluate Use different mediums	Evaluate the advantages of using: <ul style="list-style-type: none"> • print • digital text • video • multimedia to present a topic or idea Evaluate the disadvantages of using: <ul style="list-style-type: none"> • print • digital text • video • multimedia to present a topic or idea		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 8	Standard #: 8
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify: <ul style="list-style-type: none"> • relevant/irrelevant evidence • sufficient/insufficient evidence • sound/unsound reasoning in informational text 	Delineate the argument and specific claims in a text Classify: <ul style="list-style-type: none"> • evidence as relevant/irrelevant • reasoning as sound/unsound • evidence as sufficient/insufficient in informational text Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 8	Standard #: 9
Standard: 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.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify differences or conflicting information Recognize facts or interpretations Identify criteria for analyzing	Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation		

English Language Arts

CCR: Read and comprehend complex literary and informational text independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Text Complexity	Grade: 8	Standard: 10
Standard: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9	Comprehend independently: <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9		

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 8	Standard #: 1
<p>Standard: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and explain: <ul style="list-style-type: none"> • accurate, credible sources • phrases and clauses that create cohesion and clarify relationships • claims; alternate, counter- or opposing claims • relevance and evidence • argument 	Determine how to introduce claims, acknowledge or distinguish alternate or opposing claims Organize reasons and evidence logically		Write an argument which: <ul style="list-style-type: none"> • support claims with clear, logical reasons and relevant evidence • introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims

<ul style="list-style-type: none"> • concluding statement • formal style 	<p>Build support for claims with logical reasoning and relevant evidence; distinguish between relevant and irrelevant evidence</p> <p>Evaluate sources for credibility and accuracy</p> <p>Demonstrate understanding of topic or text</p> <p>Create cohesion and clarify relationships among claims(s), counterclaims, reasons, and evidence using words, phrases , or clauses</p> <p>Establish and maintain a formal style</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p>		<ul style="list-style-type: none"> • demonstrates logical organization of reasons and evidence • cites credible and accurate sources of information • demonstrates an understanding of the topic or text • uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style • provides a concluding statement that follows from and supports the argument presented
--	---	--	---

English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 8	Standard #: 2
<p>Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., heading) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify topic Select relevant content for topic Identify transitions Identify precise language and domain-specific vocabulary Identify formal style	Organize: <ul style="list-style-type: none"> • ideas • concepts • information into broader categories		Write an informative/explanatory text examining a topic to: <ul style="list-style-type: none"> • convey ideas • concepts • information through the: <ul style="list-style-type: none"> • selection • organization • analysis of relevant content

<p>Identify a conclusion for the topic that follows from and supports the information or explanation presented</p>	<p>Analyze and organize relevant content :</p> <ul style="list-style-type: none"> • using facts • definitions • concrete details • quotations <p>to develop the topic</p> <p>Select appropriate and varied transitions to create cohesion and clarify relationships</p> <p>Determine precise language and domain specific vocabulary</p> <p>Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented</p>		<p>Introduce topic previewing what is to follow</p> <p>Organize:</p> <ul style="list-style-type: none"> • Ideas • concepts • information <p>into broader categories</p> <p>Develop the topic with:</p> <ul style="list-style-type: none"> • relevant, well-chosen facts • definitions • concrete details • quotations • other information • examples <p>Apply:</p> <ul style="list-style-type: none"> • formatting, • graphics • multimedia <p>to aid comprehension</p> <p>Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary</p> <p>Establish and maintain a formal style</p> <p>Provide an effective, concluding statement or section that supports the topic</p>
--	--	--	--

English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types & Purposes	Grade: 8	Standard #: 3
<p>Standard: 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"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 			
<p>Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify various points of view in narratives	Interpret points of view of various narratives		Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> • engages the reader • establishes a context with point of view and introduces a narrator and/or characters
Identify narrative techniques used in a variety of narratives	Design and organize event sequences that unfold naturally and logically		
Recognize transition words, phrases, and clauses			

<p>Recognize how authors use:</p> <ul style="list-style-type: none"> • precise words/phrases • description • sensory details <p>to help readers visualize or sense the action of a narrative</p>	<p>Use a variety of transitions to shift from one setting to another</p> <p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Assemble a conclusion that reflects on experiences and events in a narrative</p>		<ul style="list-style-type: none"> • uses techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion
---	--	--	---

English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Product and Distribution of Writing	Grade: 8	Standard #: 4
Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>(The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p>	<p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies • organization • style <p>appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9)</p>	<p>(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p>	<p>Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience</p> <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 8	Standard: 5
Standard: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8 on page 52).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach • Recognize how well to focus on: • audience • purpose <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 8 on page 52)</p>	<p>With some guidance and support from peers and adults, student develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>Determine how well the focus of :</p> <ul style="list-style-type: none"> • audience • purpose <p>have been addressed</p>		

English Language Arts

CCR: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 8	Standard #: 6
Standard: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas	Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed	Use technology: <ul style="list-style-type: none"> • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose • to present information and ideas 	

English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 8	Standard #: 7
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply: <ul style="list-style-type: none"> • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc.) 	Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration		

	<p>Conduct short research projects that:</p> <ul style="list-style-type: none">• answers questions (including self-generated questions):• draw on several sources• generates additional related focused questions that allow for multiple avenues of exploration		
--	--	--	--

English Language Arts

CCR: Gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 8	Standard #: 8
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize standard format for citation	Assess the credibility and accuracy of each source		
Determine the relevance of information gathered from print and digital sources	Quote or paraphrase the data and conclusion of others while avoiding plagiarism		
Use search terms effectively			
Gather relevant information from multiple sources			

English Language Arts

W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 8	Standard #: 9
Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how ...). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims ...).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

English Language Arts

CCR: 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.			
Strand: Writing	Cluster: Range of Writing	Grade: 8	Standard #: 10
Standard: Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: <ul style="list-style-type: none"> • task • audience • purpose for various types of writing Identify the organizational structures for various types of writing	Determine: <ul style="list-style-type: none"> • task • purpose • audience for various types of writing over extended and short time frames Determine appropriate organization structure to use for various types of writing based upon: <ul style="list-style-type: none"> • task • purpose • audience 	Write for various: <ul style="list-style-type: none"> • audiences • purposes • audiences for a shortened time frame (a single sitting or a day or two) Write for various: <ul style="list-style-type: none"> • audiences • purposes • audiences with an extended time frame (time for research, reflection, and revision)	

English Language Arts

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 8	Standard #: 1
<p>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from reading material or research	Analyze text, issues, and others' opinions	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts	
Describe components of collegial discussion and decision-making	Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others Evaluate personal views and the views of others	Demonstrate collegial rules for discussion and decision-making	

<p>Recognize key ideas and new information posed during discussions</p>	<p>Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Evaluate new information posed and personal views, as well as the views of others</p> <p>Formulate comments, questions, and responses based on evidence, observations, and ideas</p>	<p>Articulate own ideas clearly</p> <p>Pose relevant questions that connect ideas of several speakers</p> <p>Respond to questions and comments with relevant details</p> <p>Acknowledge new information posed and use evidence to justify personal viewpoints</p>	
---	--	---	--

English Language Arts

CCR: Integrate and evaluate information presented in diverse media formats, including visually, quantitatively and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 8	Standard #: 2
Standard: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify author’s purpose of information presented Identify author’s motives for the presentation of information	Analyze the purpose of information presented in diverse media and formats Evaluate the motives behind the presentation of the information		

English Language Arts

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 8	Standard #: 3
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define and identify a speaker’s: <ul style="list-style-type: none"> • argument • claims Define and identify: <ul style="list-style-type: none"> • sound reasoning • unsound reasoning • relevant evidence • irrelevant evidence • sufficient evidence • insufficient evidence 	Delineate a speaker’s argument and specific claims Evaluate the soundness of a speaker’s reasoning Evaluate the relevance and sufficiency of a speaker’s evidence Distinguish between: <ul style="list-style-type: none"> • Sound and unsound reasoning • Relevant and irrelevant evidence • Sufficient and insufficient evidence in a speaker’s argument		

English Language Arts

CCR: 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.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 8	Standard #: 4
Standard: 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 pronunciations.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify claims/findings Identify: <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	Determine: <ul style="list-style-type: none"> • salient points • relevant evidence • sound, valid reasoning • well-chosen details Organize points and details in a coherent manner	Give oral presentation presenting claims and findings emphasizing salient points with: <ul style="list-style-type: none"> • relevant evidence • sound, valid reasoning • well-chosen details in a focused, coherent manner Demonstrate: <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	

English Language Arts

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking & Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 8	Standard #: 5
Standard: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Integrate multimedia and visual displays	Determine when to integrate multimedia and visual displays to: <ul style="list-style-type: none"> • clarify information • strengthen claims and evidence Determine when to integrate multimedia and visual displays to add interest	Integrate multimedia components/visual displays in a presentation to: <ul style="list-style-type: none"> • clarify information • strengthen claims and evidence • add interest 	

English Language Arts

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 8	Standard #: 6
Standard: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Describe the qualities of formal speech Describe the qualities of informal speech (The underpinning knowledge targets are found in Language Standards 1 and 3)	Determine if formal or informal speech is appropriate in the context of a given situation	Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking	

English Language Arts

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 8	Standard #: 1
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define verbals: <ul style="list-style-type: none"> • gerunds • participles • infinitives Recognize verbs: <ul style="list-style-type: none"> • active voice • passive voice 	Demonstrate command of the conventions of standard English grammar and usage when writing: Explain the function of verbals in general and in sentences Form and use verbs in active and passive voice	Demonstrate command of the conventions of standard English grammar and usage speaking: Form and use verbs in active and passive voice correctly	

<p>Identify verb moods:</p> <ul style="list-style-type: none"> • indicative • Imperative • Interrogative • conditional • subjunctive <p>Recognize inappropriate verb voice and mood</p>	<p>Use the following verb moods correctly:</p> <ul style="list-style-type: none"> • indicative • imperative • interrogative • conditional • subjunctive <p>in writing and speaking</p> <p>Correct inappropriate shifts in verb voice and mood</p>	<p>Use the following verb moods correctly:</p> <ul style="list-style-type: none"> • indicative • imperative • interrogative • conditional • subjunctive <p>in writing and speaking</p> <p>Correct inappropriate shifts in verb voice and mood</p>	
--	--	--	--

English Language Arts

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 8	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, ellipsis, dash) to indicate a pause or a break. b. Spell correctly.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing Use punctuation (commas, ellipsis, dash) to indicate a pause or a break Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical)			

<p>Know that the interrupting element can be a phrase, an adverb like <i>however</i>, a transitional phrase like <i>in fact</i>, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation</p> <p>Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time</p> <p>Know that an ellipsis is three or four dots within the sentence</p> <p>Use a dash to set off material that is parenthetical or summary in nature</p> <p>Know that a dash is two hyphens without a space between them or on either side</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>			
---	--	--	--

English Language Arts

CCR: 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.			
Strand: Language	Cluster: Knowledge of Language	Grade: 8	Standard #: 3
Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Use verbs in 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).			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the conventions of language for: <ul style="list-style-type: none"> • writing • speaking • reading • listening Recognize when: <ul style="list-style-type: none"> • verbs are active or passive voice • verbs are conditional and subjunctive mood 	Apply knowledge of language when: <ul style="list-style-type: none"> • writing • reading • listening Apply knowledge of language conventions when: <ul style="list-style-type: none"> • writing • reading • listening 	Use knowledge of language when speaking Use knowledge of language conventions when speaking Determine when to use: <ul style="list-style-type: none"> • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking	

	<p>Determine when to use:</p> <ul style="list-style-type: none">• verbs in active or passive voice• verbs in the conditional and subjunctive mood <p>to achieve particular effects when writing</p>		
--	--	--	--

English Language Arts

CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 8	Standard #: 4
<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 			
<p>Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that many words have more than one meaning	Verify the initial determination of the meaning of a word		
Identify common, grade-appropriate Greek and Latin affixes and roots	Clarify the intended meaning of multiple-meaning words and phrases		

<p>Consult general and specialized reference materials, both print and digital, to:</p> <ul style="list-style-type: none"> • find pronunciation • determine or clarify precise meaning or part of speech 	<p>Determine the meaning of a word or phrase by:</p> <ul style="list-style-type: none"> • using context clues • using common Greek and Latin affixes and roots <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>		
--	--	--	--

English Language Arts

CCR: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 8	Standard #: 5
Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the: <ul style="list-style-type: none"> • meaning of figurative language (e.g. verbal irony, puns) • different types of relationships of words Define the meaning of the terms <i>connotation</i> and <i>denotation</i> . (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)	Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)		

	Demonstrate the relationship between words to find meaning		
--	--	--	--

English Language Arts

CCR: Acquire and use accurately 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.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 8	Standard: 6
Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify general academic and domain specific words and phrases that are grade appropriate	Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through		
Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression		
	Select appropriate references and resources to aid in gathering vocabulary knowledge		