

8th Grade

English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

| CCSS Standards | CT Framework Grade Level Expectations |
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| Reading Strands: Reading for Literature | |
| CC.8.R.L.1: Cite textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. | --Cite textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. |
| | CT.8.R.7: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts. |
| CC.8.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. | --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. |
| | CT.8.R.4: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts. |
| | CT.8.R.6: Interpret how situations, actions and other characters influence a character's personality and development. |
| | CT.8.R.5: Explain how a story's plots and subplots do/do not contribute to the conflict and resolution. |
| | --Provide an objective summary of the text. |
| CC.8.R.L.3: Analyze how particular elements of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. | --Analyze how particular elements of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. |
| | Ct.8.R.5: Explain how a story's plots and subplots do/do not contribute to the conflict and resolution. |
| | CT.8.R.12: Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict. |
| CC.8.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | CT.8.R.1: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence readers' opinions or actions. |
| | CT.8.R.2: Use cueing system and context clues to determine meaning of words (including figurative and connotative meanings). |
| | --Analyze the impact of specific word choices on meaning and tone, |

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| | including analogies or allusions to other texts. |
| | CT.8.R.13: Critique the way in which an author uses a variety of language structures to create an intended effect. |
| CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | CT.7.R.5: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts. |
| | CT.8.R.8: Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader. |
| | CT.8.R.10: Compare, contrast and critique two authors' beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument. |
| CC.8.R.L.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. | --Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. |
| CC.8.R.L.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | --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. |
| CC.7.R.L.9: Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new. | --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. |
| | CT.8.R.4: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts. |
| | CT.8.R.16: Evaluate recurring themes in literature that reflect worldwide social and/or economic change. |
| CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems at the high end of grades 6-8 text complexity band independently and proficiently. | --By the end of 8 th grade, read and comprehend literature including stories, dramas and poems at the high end of the grades 6-8 text complexity band independently and proficiently (Lexile Band 1000-1155). |

| Reading Strand: Reading for Information | |
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| CC.8.R.I.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | --Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| | CT.8.R.7: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts. |
| | CT.8.R.17: Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text. |
| CC.8.R.I.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | --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. |
| CC.8.R.I.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories). | --Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories). |
| CC.8.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts. | --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. |
| | CT.8.R.1: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence readers opinions or actions. |
| | CT.8.R.2: Use cueing system and context clues to determine meanings of words. |
| | CT.8.R.13: Critique the way in which an author uses a variety of language structures to create an intended effect. |
| CC.8.R.I.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | --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. |
| CC.8.R.I.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | --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. |
| | CT.8.R.17: Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text. |
| CC.8.R.I.7: Evaluate the advantages and disadvantages of using | --Evaluate the advantages and disadvantages of using different |

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| different mediums to present a particular topic or idea. | mediums to present a particular topic or idea. |
| CC.8.R.I.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | CT.8.R.14: Critique an author’s reasoning and use of evidence in an argument or defense of a claim. --Recognize when irrelevant evidence is introduced. |
| CC.8.R.I.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | CT.8.R.15: Analyze and critique the intended effects of propaganda techniques the author uses to influence readers’ perspectives. --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. |
| CC.8.R.I.10: By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently. | CT.8.R.10: Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument. --By the end of 8th grade, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently (Lexile Band 1000-1155). |

| Writing Standards: | |
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| CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence. | CT.8.W.31: Prepare a position for and engage in a debate. |
| | CT.8.W.32: Develop a business portfolio to sell a product. |
| | CT.8.W.33: Write a review of a restaurant, movie, television show, concert, website. |
| | CT.8.W.34: Write a newspaper editorial. |
| | CT.8.W.35: Write a public service announcement. |
| CC.8.W.1.a: Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | --Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| | CT.8.W.30: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives; organize the reasons and evidence logically. |
| CC.8.W.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | --Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| CC.8.W.1.c: Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. | --Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. |
| CC.8.W.1.d: Establish and maintain a formal style. | --Establish and maintain a formal style. |
| CC.8.W.1.e: Provide a concluding statement or section that follows from and supports the argument presented. | --Provide a concluding statement or section that follows from and supports the argument presented. |
| CC.8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. | CT.8.W.26: Write a speech about a mathematical or scientific concept. |
| | CT.8.W.27: Write an informational report (e.g., science, social studies, art, history, music). |
| CC.8.W.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. | --Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. |
| CC.8.W.2.b: Develop the topic with relevant, well-chosen facts, definition, concrete details, quotations or other information and examples. | --Develop the topic with relevant, well-chosen facts, definition, concrete details, quotations or other information and examples. |
| CC.8.W.2.c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | --Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| CC.8.W.2.d: Use precise language and domain-specific vocabulary to | --Use precise language and domain-specific vocabulary to inform about |

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| inform about or explain the topic. | or explain the topic. |
| CC.8.W.2.e: Establish and maintain a formal style. | --Establish and maintain a formal style. |
| CC.8.W.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented. | --Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| CC.8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | CT.8.W.22: Write a script for a play or television episode, fully developing setting and characters so actors can take on role. |
| | CT.8.W.23: Write a piece selecting literary devices to convey a specific meaning. |
| | CT.8.W.24: Write a piece selecting words for connotation and denotation. |
| | CT.7.W.22: Write character sketches varying methods of character development. |
| | CT.7.W.23: Write elaborate settings varying time, place, mood, physical environment. |
| | CT.7.W.24: Write a fictional story using various literary techniques (e.g., dialogue, humor, figurative language, first or third person, precise language) including all story elements (e.g., setting, plot, theme, character development, events, problem, solution). |
| | CT.7.W.25: Write a suspenseful story with cliffhanger ending. |
| CC.8.W.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | --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. |
| CC.8.W.3.b: Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. | --Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. |
| CC.8.W.3.c: Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. | --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. |
| CC.8.W.3.d: Use precise words and phrases, relevant descriptive details and sensory language to capture and action and convey experiences and events. | --Use precise words and phrases, relevant descriptive details and sensory language to capture and action and convey experiences and events. |
| CC.8.W.3.e: Provide a conclusion that follows from and reflects on the narrated experiences to events. | --Provide a conclusion that follows from and reflects on the narrated experiences to events. |
| CC.8.W.4: 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 | --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 |

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| in standards 1-3 above). | 1-3 above). |
| CC.8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8). | <p>CT.8.W.16: Collect and explore ideas for later use as a basis for informational, persuasive or literary writing.</p> <p>CT.8.W.17: Decide if multiple drafts are necessary, and continue drafting/revising as appropriate.</p> <p>CT.8.W.18: Revise, checking for organization, clarity, fluency and elaboration.</p> <p>CT.8.W.19: Use multiple resources for proofreading and editing.</p> <p>CT.8.W.20: Use different technologies to produce, design and publish a finished product as well as to interact and collaborate with others..</p> <p>CT.8.W.21: Critique work independently and in groups, and establish a focus collaboratively (e.g., author’s craft, elaboration, fluency).</p> |
| CC.8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | CT.8.W.20: Use different technologies to produce, design and publish a finished product as well as to interact and collaborate with others. |
| CC.8.W.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | --Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CC.8.W.8: Gather relevant information form multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <p>--Gather relevant information form multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CT.8.W.15: Cite sources according to prescribed format (e.g., APA, MLA).</p> |
| CC.8.W.9: Draw evidence from literary and informational texts to support analysis, reflection and research. | --Draw evidence from literary and informational texts to support analysis, reflection and research. |
| CC.8.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research. | CT.8.W.30: Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives. |
| CC.8.W.9.b: Apply Grade 8 reading standards to nonfiction. | --Apply Grade 8 reading standards to nonfiction. |
| CC.8.W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. | --Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. |

| Speaking and Listening Standards: | |
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| CC.8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on other’s ideas and expressing their own clearly. | |
| CC.8.SL.1.a: Come to discussions prepared, having read or researched required 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. | --Come to discussions prepared, having read or researched required 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. |
| CC.8.SL.1.b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. | --Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. |
| CC.7.SL.1.c: Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. | --Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. |
| CC.8.SL.1.d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | --Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| | CT.8.OL.3: Use audience feedback. |
| | CT.8.OL.4: Provide helpful feedback to speakers based on agreed on criteria concerning the quality of a speech and the speaker’s delivery. |
| CC.8.SL.2: 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. | --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. |
| | CT.8.OL.1: Evaluate the credibility of a speaker. |
| CC.8.SL.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | --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. |
| | CT.8.OL.1: Evaluate the credibility of a speaker. |
| CC.8.SL.4: 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. | --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. |
| | CT.8.OL.2: Deliver focused, coherent oral presentations, with and without notes, that clearly convey ideas and use appropriate intonation, |

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| | enunciation, pace, word choice and grammar. |
| CC.8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. | --Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. |
| CC.8.SL.6: 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). | --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). |

| Language Standards: | |
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| CC.8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| CC.8.L.1.a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | CT.8.W.13: Use paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). |
| CC.8.L.1.b: Form and use verbs in the active and passive voice. | --Form and use verbs in the active and passive voice. |
| CC.8.L.1.c: Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. | --Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. |
| CC.8.L.1.d: Recognize and correct inappropriate shifts in verb voice and mood. | --Recognize and correct inappropriate shifts in verb voice and mood. |
| CC.8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. | CT.8.W.3: Use capitalization, punctuation and usage rules from previous grades. |
| CC.8.L.2.a: Use punctuation (commas, ellipsis, dash) to indicate a pause or break. | --Use punctuation (commas, ellipsis, dash) to indicate a pause or break. |
| CC.8.L.2.b: Use an ellipsis to indicate an omission. | --Use an ellipsis to indicate an omission. |
| CC.8.L.2.c: Spell correctly. | CT.8.W.1: Use spelling rules and patterns from previous grades. |
| | CT.8.W.2: Use multiple strategies to spell (e.g., homophones, affixes, Greek and Latin roots, words from other languages, frequently misspelled words). |
| CC.8.L.3: Use knowledge of language and its conventions when writing, speaking, reading and listening. | |
| CC.8.L.3.a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. | --Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. |
| CC.8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | |
| CC.8.L.4.a: Use context as a clue to the meaning of a word or phrase. | CT.8.R.2: Use cueing system and context clues to determine meanings of words. |
| CC.8.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. | --Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. |
| CC.8.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning of its part of speech. | --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 of its part of speech. |
| CC.8.L.4.d: Verify the preliminary determination of the meaning of a | --Verify the preliminary determination of the meaning of a word or |

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| word or phrase. | phrase. |
| CC.8.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| CC.8.L.5.a: Interpret figures of speech in context. | --Interpret figures of speech in context. |
| CC.8.L.5.b: Use the relationship between particular words to better understand each of the words. | --Use the relationship between particular words to better understand each of the words. |
| CC.8.L.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions). | --Distinguish among the connotations (associations) of words with similar denotations (definitions). |
| CC.8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | --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. |
| | CT.8.R.1: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence readers' opinions or actions. |