

GRADE 8 ELA COMMON CORE STATE STANDARDS		8-9-17 DRAFT
	CPI code	RESOURCES
READING STANDARDS FOR LITERATURE		
KEY IDEAS AND DETAILS		
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.	RL.8.1 --Argument vs. Evidence: TLC Blog ("argument") --How to Find the Topic Sentence: TLC "Effective Topic Sentences" --Evaluating Topic Sentences: TLC "Effective Topic Sentences" --Selecting and Explaining Evidence: TLC Blog ("argument") --Paragraph Responses: TLC "Analyzing Literature" --PARAGRAPH RESPONSE Scoring Checklist: TLC "Analyzing Literature" --Chapter Notes organizer: TLC "Analyzing Literature" (Works best when scholars create and reference a reader's notebook consisting of literary techniques, poetic techniques, and figurative language.) --QIEE organizer: TLC "Analyzing Literature" --DDAT organizer: TLC "Analyzing Literature" --Story Detectives organizer: TLC "Analyzing Literature" (This organizer, at this grade level, can be used for scholars below grade level who are still developing reading skills. They should eventually transition into the QIEE Organizer.)
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.	RL.8.2 --How to Infer Themes organizer: TLC "Analyzing Literature" --Additional Resources for Instructors - Theme Clips: ---https://www.youtube.com/watch?v=9H6GGe7hmmA ---https://www.youtube.com/watch?v=p4qME64SkxM&t=192s --Analyzing Text through How and Why Questions: (This method, as modeled by Sarah Tantillo, should be followed for most poetry lessons and is most effective when used consistently throughout the year. See "More Bites at Inquiry" pp. 124-5 in LITERACY AND THE COMMON CORE.) --Poetry Explication Essay: TLC "Analyzing Literature" --What's Important organizer: TLC "Analyzing Literature" --Using Plot Points to Analyze Characters: TLC "Analyzing Literature" --General Annotation Rubric: TLC "Analyzing Literature" --Thinking About Short Stories Questions: TLC "Analyzing Literature" --5Ws & H organizer: TLC "Analyzing Literature" (This organizer, at this grade level, can be used for scholars below grade level who are still developing reading skills. Scholars on grade level should be annotating the 5Ws and H on text without an organizer.)
3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3 --DDAT organizer: TLC "Analyzing Literature" --Chapter Notes organizer: TLC "Analyzing Literature" --D.I.D Organizer: (Development in progress by Anibal Garcia QCACS)
CRAFT AND STRUCTURE		
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.	RL.8.4 EXCEPT WHERE NOTED, these handouts are all on TLC "Building Robust Vocabulary." --VIC Strategies - Signals and Context Clues --Vocabulary - How Jessica Majerus Teaches It --VIC Hypothesis organizer --VIC Hypothesis organizer - Model --VIC Notes Sheet --VIC Do Now organizer --QCACS VIC Model Lesson Plan: (Development in progress by Anibal Garcia QCACS) --Root of the Week-CRED Model Powerpoint: TLC "Root of the Week" --ROOTS-Cede-Ceed Vocabulary Sheet: TLC "Root of the Week" (see also links to helpful roots lists on that Webpage) --Vocabulary Quiz --Paraphrasing and Inference organizer: TLC "Comprehension 101" --Quotation to Paraphrasing and Inference organizer: TLC "Comprehension 101" --Explanatory Quote Response organizer: TLC "Open-Ended Response Writing" (Although originally designed for NJASK, this resource helps to develop strong paraphrasing, inference, and writing skills which are still essential to ELA, Social Studies, and PARCC. Anibal notes: This organizer can be used for middle through high school. The Paraphrasing and Inference organizer can be used in lower graders as the precursor. I continued to use the organizer after NJASK was replaced by PARCC, and I find it one of my more important tools. I first teach a full lesson on values, then we do the organizer and write an essay during the following lesson. I sometimes condense it so that the response is just one paragraph. It fits nicely into novel studies when analyzing specific quotes made by characters and in social studies when examining the motivations of historical figures.) --Chapter Notes organizer: TLC "Analyzing Literature" (Works best when scholars create and reference a reader's notebook consisting of literary techniques, poetic techniques, and figurative language.) --See also TLC "Analyzing Literature" for resources on figurative language and tone and mood.

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.	RL.8.5	--Literary Analysis Writing: TLC "PARCC Prep" --Genre Study Mini-Lesson: Poetry vs. Prose: TLC "Analyzing Literature"
6	Analyze how 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.	RL.8.6	--SOAPSTONE organizer: TLC "Analyzing Literature" --Give Context and Explanation for Quotes: TLC Blog ("argument") --POV and Literary Devices Organizer: (Development in progress by Anibal Garcia QCACS)
INTEGRATION OF KNOWLEDGE AND IDEAS			
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.	RL.8.7	--Film vs. Text Analysis Organizer: https://www.lake.k12.fl.us/cms/lib/FL01000799/Centricity/Domain/8288/book%20project%20compare%20and%20contrast%20materials.pdf --See also Frank Baker's Website on Media Literacy: http://frankwbaker.com
8	N/A		
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.	RL.8.9	Modern vs. Classical Inspiration organizer (Development in progress by Anibal Garcia QCACS)
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			
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.	RL.8.10	<i>Proficiency in the above activities, skills, and organizers.</i>
READING STANDARDS FOR INFORMATIONAL TEXT			
KEY IDEAS AND DETAILS			
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.	RIT.8.1	--TLC Blog posts on "argument" for Argument vs. Evidence, Steps 1-6. --See TLC "Research Paper Guide" for citation resources and models.
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.	RIT.8.2	--5Ws & H organizer: TLC "Analyzing Literature" (Use this for creating objective one-sentence summary statements.) --Argument vs. Evidence: TLC Blog ("argument") --Teach students to set a purpose for reading: TLC Blog (same title) --SOAPSTONE organizer: TLC "Analyzing Literature" --General Annotation Rubric: TLC "Analyzing Literature"
3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RIT.8.3	--QIEE Organizer: TLC "Comprehension 101"
CRAFT AND STRUCTURE			
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.	RIT.8.4	EXCEPT WHERE NOTED, these handouts are all on TLC "Building Robust Vocabulary." --VIC Strategies - Signals and Context Clues --Vocabulary - How Jessica Majerus Teaches It --VIC Hypothesis organizer --VIC Hypothesis organizer - Model --VIC Notes Sheet --VIC Do Now organizer --QCACS VIC Model Lesson Plan: (Development in progress by Anibal Garcia QCACS) --Root of the Week-CRED Model Powerpoint: TLC "Root of the Week" --ROOTS-Cede-Ceed Vocabulary Sheet: TLC "Root of the Week" (see also links to helpful roots lists on that Webpage) --Vocabulary Quiz --Paraphrasing and Inference organizer: TLC "Comprehension 101" --Quotation to Paraphrasing and Inference organizer: TLC "Comprehension 101" --Explanatory Quote Response organizer: TLC "Open-Ended Response Writing" (Although originally designed for NJASK, this resource helps to develop strong paraphrasing, inference, and writing skills which are still essential to ELA, Social Studies, and PARCC. Anibal notes: This organizer can be used for middle through high school. The Paraphrasing and Inference organizer can be used in lower graders as the precursor. I continued to use the organizer after NJASK was replaced by PARCC, and I find it one of my more important tools. I first teach a full lesson on values, then we do the organizer and write an essay during the following lesson. I sometimes condense it so that the response is just one paragraph. It fits nicely into novel studies when analyzing specific quotes made by characters and in social studies when examining the motivations of historical figures.) --Chapter Notes organizer: TLC "Analyzing Literature" (Works best when scholars create and reference a reader's notebook consisting of literary techniques, poetic techniques, and figurative language.) --See also TLC "Analyzing Literature" for resources on figurative language, tone, and mood.

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.	RIT.8.5	QIEE Organizer: TLC "Comprehension 101"
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.	RIT.8.6	--SOAPSTONE organizer: TLC "Analyzing Literature" --PARAPHRASE, QUESTION, INFER, SUMMARIZE organizer: TLC "Nonfiction Reading Strategies" --Teach students to set a purpose for reading: TLC Blog (same title)
INTEGRATION OF KNOWLEDGE AND IDEAS			
7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RIT.8.7	--Evaluating Medium/Genre organizer: in development by Anibal Garcia
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.	RIT.8.8	TLC Blog posts on "argument" for Argument vs. Evidence, Steps 1-6.
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.	RIT.8.9	RST Lesson Cycle: TLC "PARCC Prep"
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			
10	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.	RIT.8.10	<i>Proficiency in the above activities, skills, and organizers.</i>
WRITING STANDARDS			
TEXT TYPES AND PURPOSES			
1	Write arguments to support claims with clear reasons and relevant evidence.	W.8.1	--How to Find the Topic Sentence Activity: TLC "Effective Topic Sentences" --See TLC Blog "argument" posts. --Evaluating Topic Sentences Activity: TLC "Effective Topic Sentences" --Selecting and Explaining Evidence Activity: TLC Blog ("argument") --Paragraph Responses: TLC "Analyzing Literature" --TLC "Research Paper Guide" --11-Day RST Cycle: TLC "PARCC Prep" --Journal Writing Rubric: TLC "Journal Writing" --How and Why to Make a Quote Sandwich: TLC Blog ("quote sandwich") --LITERARY RESPONSE PAPER WRITING GUIDE: TLC "Literary Response Paper Guide" --10-Day Literary Analysis Writing Cycle: TLC "PARCC Prep"
a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1a	
b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b	
c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.8.1c	--See transition resources on TLC "Logic."
d	Establish and maintain a formal style.	W.8.1d	
e	Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1e	--Punchy Insights Poster: TLC "Writing 101"
2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.2	--How to Find the Topic Sentence Activity: TLC "Effective Topic Sentences" --See TLC Blog "argument" posts. --Evaluating Topic Sentences Activity: TLC "Effective Topic Sentences" --Selecting and Explaining Evidence Activity: TLC Blog ("argument") --Paragraph Responses: TLC "Analyzing Literature" --TLC "Research Paper Guide" --11-Day RST Cycle: TLC "PARCC Prep" --Journal Writing Rubric: TLC "Journal Writing" --How and Why to Make a Quote Sandwich: TLC Blog ("quote sandwich") --LITERARY RESPONSE PAPER WRITING GUIDE: TLC "Literary Response Paper Guide" --10-Day Literary Analysis Writing Cycle: TLC "PARCC Prep"

a	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 multimedia when useful to aiding comprehension.	W.8.2a	
b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.8.2b	
c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.8.2c	--See transition resources on TLC "Logic."
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.8.2d	
e	Establish and maintain a formal style.	W.8.2e	
f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.8.2f	--Punchy Insights Poster: TLC "Writing 101"
3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3	--14-Day Narrative Writing Cycle: TLC "PARCC Prep" --Narrative Writing PRE-WRITING ORGANIZER: TLC "PARCC Prep" --DDAT organizer: TLC "Analyzing Literature" --500 Prompts for Narrative and Personal Writing-NY Times: TLC "Narrative Writing"
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.	W.8.3a	
b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.8.3b	
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.	W.8.3c	--See transition resources on TLC "Logic."
d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	W.8.3d	
e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	W.8.3e	
PRODUCTION AND DISTRIBUTION OF WRITING			
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 in standards 1-3 above.)	W.8.4	
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.	W.8.5	--Grammar Mini Lesson: TLC "Grammar" --Free Grammar Diagnostic Tool: TLC "Grammar"
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.	W.8.6	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
7	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.	W.8.7	UNLESS NOTED, all entries in this box are on TLC "Research Paper Guide": --5th Writing LP-Distinguishing Relevant Details-MR: TLC "MS Lessons & Units" --Career Problem-Solving Research Project --Empathy Research Paper Assignment --How and Why to Cite Sources QUIZ --How to Avoid Common Research Paper Pitfalls --How to Create an Outline --MLA Sample Paper-Daly --MLA Sample Paper-Levi --Research Paper RUBRIC --Research Paper STUDENTS' GUIDE 2011 --Research Paper TEACHERS' GUIDE 2011 --Sample Grade 10 ELA Research Paper Unit --Sample MLA parenthetical citations plus Works Cited listings --Using 5Ws and H for Context and Explanation

	8	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.	W.8.8	See W.8.7.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9	TLC Blog posts on "Argument vs. Evidence"
a		Apply grade 8 Reading standards 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").	W.8.9a	See RL standards.
b		Apply grade 8 Reading standards 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").	W.8.9b	See RIT standards.
RANGE OF WRITING				
	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.	W.8.10	--RST Writing: TLC "PARCC Prep" --Literary Analysis Writing: TLC "PARCC Prep" and "Literary Response Paper Guide" --Narrative Writing: TLC "PARCC Prep" and "Narrative Writing" --Research Paper: TLC "Research Paper Guide"
SPEAKING AND LISTENING STANDARDS				
COMPREHENSION AND COLLABORATION				
	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SL.8.1	--Socratic Seminar: TLC "Socratic Seminars" --Habits of Discussion: TLC "Socratic Seminars" --Book Talk Project: TLC "Book Talk Project" --Ways to Make Character Theories Deeper: TLC "Analyzing Literature" --Literature Circles: TLC "Literature Circles" TLC "Oral Fluency Rubrics": --Debate Rubric --Dialogue Presentation Rubric --Oral Presentation Rubric --Skit Rubric
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.	SL.8.1a	See SL.8.1.
b		Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b	See SL.8.1.
c		Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c	See SL.8.1.
d		Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d	See SL.8.1.
	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.	SL.8.2	--See SL.8.1. --See also Frank Baker's Website on Media Literacy: http://frankwbaker.com
	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.	SL.8.3	See SL.8.1.
PRESENTATION OF KNOWLEDGE AND IDEAS				

	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.	SL.8.4	See SL.8.1.
	5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5	--See SL.8.1. --See also Frank Baker's Website on Media Literacy: http://frankwbaker.com
	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6	See SL.8.1.
LANGUAGE STANDARDS				
CONVENTIONS OF STANDARD ENGLISH				
	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1	See TLC "Grammar."
a		Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a	
b		Form and use verbs in the active and passive voice.	L.8.1b	
c		Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	L.8.1c	
d		Recognize and correct inappropriate shifts in verb voice and mood.*	L.8.1d	
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2	Why Punctuation Is Important Additional Resources for Instructors - Video Clips: Comma Clip: https://www.youtube.com/watch?v=GHNl103NGJk&t=74s Semicolon Clip: https://www.youtube.com/watch?v=th-zyfwDdI Dash Clip: https://www.youtube.com/watch?v=tLmDYzhv6Z0 Hyphen Clips: https://www.youtube.com/watch?v=CgpExkmY6Y0 https://www.youtube.com/watch?v=lc-Uoygk5YM Ellipsis Clip: https://www.youtube.com/watch?v=fI60hekapfc Parentheses Clips: https://www.youtube.com/watch?v=hJtaY-iZRvU https://www.youtube.com/watch?v=mhUWzpdVo8I
a		Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a	
b		Use an ellipsis to indicate an omission.	L.8.2b	
c		Spell correctly.	L.8.2c	
KNOWLEDGE OF LANGUAGE				
	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.8.3	See TLC "Grammar."
a		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).	L.8.3a	
VOCABULARY ACQUISITION AND USE				

4	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.	L.8.4	EXCEPT WHERE NOTED, these handouts are all on TLC "Building Robust Vocabulary." --VIC Strategies - Signals and Context Clues --Vocabulary - How Jessica Majerus Teaches It --VIC Hypothesis organizer --VIC Hypothesis organizer - Model --VIC Notes Sheet --VIC Do Now organizer --QCACS VIC Model Lesson Plan: (Development in progress by Anibal Garcia QCACS) --Root of the Week-CRED Model Powerpoint: TLC "Root of the Week" --ROOTS-Cede-Ceed Vocabulary Sheet: TLC "Root of the Week" (see also links to helpful roots lists on that Webpage) --Vocabulary Quiz: --Paraphrasing and Inference organizer: TLC "Comprehension 101" --Quotation to Paraphrasing and Inference organizer: TLC "Comprehension 101" --Explanatory Quote Response organizer: TLC "Open-Ended Response Writing" (Although originally designed for NJASK, this resource helps to develop strong paraphrasing, inference, and writing skills which are still essential to ELA, Social Studies, and PARCC. Anibal notes: This organizer can be used for middle through high school. The Paraphrasing and Inference organizer can be used in lower graders as the precursor. I continued to use the organizer after NJASK was replaced by PARCC, and I find it one of my more important tools. I first teach a full lesson on values, then we do the organizer and write an essay during the following lesson. I sometimes condense it so that the response is just one paragraph. It fits nicely into novel studies when analyzing specific quotes made by characters and in social studies when examining the motivations of historical figures.)
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.	L.8.4a	
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b	TLC "Root of the Week"
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.	L.8.4c	Classroom Libraries with Print Dictionaries and Thesauruses Online Dictionaries with Pronunciation Options such as: www.dictionary.com and www.thesaurus.com
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).	L.8.4d	
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5	Additional Resources for Instructors - Video Clips: Verbal Irony Clip https://www.youtube.com/watch?v=IiR-bnCHIYo&t=18s Situational Irony Clip https://www.youtube.com/watch?v=tqg6RO8c_W0&t=28s Dramatic Irony Clip https://www.youtube.com/watch?v=RZFYuX84n1U&t=22s Types of Irony Worksheets from EReading Worksheets website: http://www.ereadingworksheets.com/free-reading-worksheets/irony-worksheets/ Connotation vs. Denotation Clip https://www.youtube.com/watch?v=Q_qn1f-Ukq0&t=1s
a	Interpret figures of speech (e.g. verbal irony, puns) in context.	L.8.5a	Chapter Notes organizer: TLC "Analyzing Literature" (Works best when scholars create and reference a reader's notebook consisting of literary techniques, poetic techniques, and figurative language.)
b	Use the relationship between particular words to better understand each of the words.	L.8.5b	See L.8.4.
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	L.8.5c	--Chapter Notes organizer: TLC "Analyzing Literature" (Works best when scholars create and reference a reader's notebook consisting of literary techniques, poetic techniques, and figurative language.)
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.	L.8.6	<i>Proficiency in the above activities, skills, and organizers.</i>

***Resource designed by Sarah Tantillo and Anibal Garcia, found at www.literacycookbook.com