



Standards Based Map

8th Grade ELA

| Timeline | NxG Standard(s) | Student I Can Statement(s) / Learning Target(s) | Essential Questions | Academic Vocabulary | Strategies / Activities | Resources / Materials | Assessments | Notes / Self - Reflection |
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| | <p>Narrative</p> <p>ELA.8.L.C15.1</p> <ul style="list-style-type: none"> • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • form and use verbs in the active and passive voice. • form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. • recognize and correct | <p>I Can Statements: Narrative</p> <p>ELA.8.L.C15.1 I can demonstrate proper grammar and usage when writing or speaking.</p> <p>I can explain the function of verbs, verbals, and recognize and correct shifts in voice and mood.</p> <p>ELA.8.R.C1.1 I can cite textual evidence that strongly supports my analysis of a text.</p> | <p>How do good readers do, especially when they don't comprehend a text?</p> <p>How does what I am reading influence <i>how</i> I should read it?</p> <p>Why am I writing? For whom?</p> | <ul style="list-style-type: none"> • Analogy • Anecdote • Allusion • Cite • Coherent • Concise • Consequent • Convey • Credible | <p>Graphic Organizers Venn Diagram KWL Chart T Chart Frayar Model</p> <p>Audio/Visual media for struggling readers</p> <p>Graphic novels</p> <p>Paired</p> | <p>Strategies/Assessments using Common Core Standards</p> <p>Common Core Appendix B (Grade Level Text Exemplars)</p> <p>Common Core Appendix C (Sample of Student Writing)</p> <p>WVDE Formative Assessments</p> <p>TechSteps</p> <p>WVDE Unit Plans</p> | <p>8th Grade Narrative Instructional Writing Rubric</p> <p>8th Grade Informative Instructional Writing Rubric</p> <p>8th Grade Argumentative Instructional Writing Rubric</p> <p>Graphic Organizers Venn Diagram</p> | |

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| <p>inappropriate shifts in verb voice and mood.</p> <p>ELA.8.R.C1.1 cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.</p> <p>ELA.8.R.C1.2 determine a theme or central idea of a literary 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.</p> <p>ELA.8.R.C1.3 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.</p> <p>ELA.8.W.C10.2 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 the language objectives up to and including</p> | <p>ELA.8.R.C1.2 I can determine the theme of a text.</p> <p>I can analyze its developments throughout the text.</p> <p>I can provide an objective summary.</p> <p>ELA.8.C1.3 I can analyze how dialogue or specific incidents and reveals information about characters and plot.</p> <p>ELA.8.W.C10.2 I can develop writing by using appropriate planning, revising editing, rewriting approaches.</p> <p>I can address the purpose and audience effectively.</p> <p>ELA.8.W.C9.3</p> <ul style="list-style-type: none"> • I can write a real or imagined narrative with descriptive details and effective technique, where I: • establish a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence | <p>How do effective writers hook and hold their readers?</p> <p>Why is the relationship between fiction and fact important?</p> <p>How are informational texts similar to and different from literary texts?</p> <p>How will using proper conventions improve and/or enhance my writing?</p> <p>How will it be useful to analyze and evaluate the motives of speakers and/or presenters?</p> | <ul style="list-style-type: none"> • Delineate • Evident • Explicit • Infer • Initial • Integrate • Irrelevant • Logical • Mediums • Nuance • Objective • Opposition • Paraphrase • Proficiently • Quotation • Relevant/ • Salient • Subjective • Sufficient | <p>Texts (Informational Texts when appropriate)</p> <p>Modeling notes – Scaffolded or provided</p> <p>Read Aloud</p> <p>Think Aloud</p> <p>Plot Diagram</p> <p>Morpheme Study</p> <p>Note Cards/Word Template</p> <p>Word Webs</p> <p>Concept Webs</p> <p>Vocab Post-It</p> <p>Flow Chart</p> <p>Open-Ended Questioning</p> | <p>East of the Web (Online Short Stories)</p> <p>Mercury Theatre On the Air (Radio Theatre)</p> <p>NYT Learning Network-Teacher Connections</p> <p>4Teachers</p> <p>Dropbox</p> <p>Prezi</p> <p>Easybib</p> <p>OWL</p> <p>Cross-Curricular Resources</p> <p>Social Studies WV History and RLA</p> <p>Math Economics/Argumentative Performance Task</p> <p>Science Science, Speaking, & Listening</p> <p>Music/Arts Rock & Roll Hall of Fame</p> | <p>KWL Chart T Chart Frayer</p> <p>WVDE Vocabulary Development.</p> <p>Exit/Admit Slips</p> <p>Think Pair Share</p> <p>Kinesthetic Assessments</p> <p>Smarter Balanced</p> |
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| <p>grade 8.)</p> <p>ELA.8.W.C9.3</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. • use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. • use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. • provide a conclusion that follows from and reflects on the narrated experiences or events. <p>ELA.8.R.C4.1 by the end of the year, read and comprehend literature, including stories, dramas and poems, at</p> | <ul style="list-style-type: none"> • use dialogue, descriptions, pacing, reflection to develop events and characters • use transitional words, phrases, and clauses to convey sequence, signal shifts, and relationships • use precise words and phrase and sensory details and language to convey experiences and events • provide a conclusion that follows the form and reflects on the narrated events <p>ELA.8.R.C4.1 I can read and comprehend literature by the end of the year.</p> <p>ELA.8.R.C2.1 I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.</p> <p>I can analyze the impact word choice on the meaning or tone of a text.</p> <p>ELA.8.R.C2.2 I can compare and contrast the structure of two or more texts.</p> | | <ul style="list-style-type: none"> • Synthesize • Transmit | <p>Response Journals</p> <p>Active Reading</p> <p>Rhetorical Questioning</p> <p>Debate</p> | | | |
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| | <p>the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>ELA.8.R.C2.1 determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>ELA.8.R.C2.2 compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>ELA.8.R.C2.3 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 in a literary text.</p> <p>ELA.8.L.C17.3 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</p> | <p>I can analyze how the form or structure of a text contributes to its meaning and style.</p> <p>ELA.8.R.C2.3 I can analyze how differences in point of view create suspense or horror.</p> <p>ELA.8.L.C17.3 I can use appropriate vocabulary for my grade level.</p> <p>I can use resources to gather word knowledge to further my comprehension and expression.</p> <p>ELA.8.W.C11.3 I can use evidence from literature to support analysis, reflection, and research in my writing.</p> <p>ELA.8.R.C3.1 I can analyze how a production of a text differs from the written text and evaluate the choices made by the director/actors.</p> <p>ELA.8.R.C3.2 I can analyze how a modern work of fiction uses themes, patterns, or</p> | | | | | | |
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| | <p>expression.</p> <p>ELA.8.W.C11.3 draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> • apply <i>grade 8 reading objectives</i> to literature (e.g., “analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new”). • apply <i>grade 8 reading objectives</i> to literary nonfiction and other informational texts (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”). <p>ELA.8.R.C3.1 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.</p> <p>ELA.8.SL.C13.2 analyze the purpose of information presented in diverse media and formats (e.g., visually,</p> | <p>character types from traditional stories, myths, and/or the Bible.</p> <p>ELA.8.SL.C13.2 I can analyze the purpose of information presented in diverse medium and formats.</p> <p>I can evaluate the motives behind its presentation.</p> <p>ELA.8.L.C17.2 I can interpret figures of speech in context.</p> <p>I can use the relationships between words to better understand each word’s meaning.</p> <p>I can distinguish among connotations and denotations of words.</p> <p>I Can Statements: Informative</p> <p>ELA.8.L.C15.2 I can use punctuation to indicate a pause or a break.</p> <p>I can use an ellipsis to indicate an omission.</p> <p>I can spell correctly.</p> | | | | | | |
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| <p>quantitatively orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>ELA.8.L.C17.2 demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g. verbal irony, puns) in context. • use the relationship between particular words to better understand each of the words. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>Informative</p> <p>ELA.8.R.C4.2 by the end of the year, read and comprehend literary nonfiction and other informational text at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>ELA.8.R.C1.4 cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.</p> <p>ELA.8.R.C1.5</p> | <p>ELA.8.R.C1.4 I can cite textual evidence that strongly support my inferences and analysis of the text.</p> <p>ELA.8.R.C1.5 I can determine two or more central ideas and analyze their development over the course of the text, including how supporting ideas are used.</p> <p>I can give an objective summary of the text.</p> <p>ELA.8.R.C1.6 I can analyze how a text makes connections/distinctions between individuals, ideas, and/or events.</p> <p>ELA.8.W.C10.2 I can develop writing by using appropriate planning, revising editing, rewriting approaches. I can address the purpose and audience effectively.</p> <p>ELA.8.W.C9.2 I can write an informative piece, which examines a topic and convey ideas, where I:</p> | | | | | | |
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| <p>determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>ELA.8.R.C1.6 analyze how an informational text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).</p> <p>ELA.8.W.C10.2 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 the language objectives up to and including grade 8.)</p> <p>ELA.8.W.C9.2 write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. • introduce a topic clearly, previewing what is to follow; organize ideas, concepts and</p> | <p>introduce a topic, organize ideas with appropriate structure, include formatting, graphics, and multimedia when useful,</p> <p>use facts, definitions, details, and quotations, or other examples to develop the topic,</p> <p>use appropriate transitions to create cohesion and clarify relationships,</p> <p>use precise language and vocabulary to explain about the topic,</p> <p>establish and maintain a formal style, and</p> <p>provide a concluding statement or section that supports the information presented.</p> <p>ELA.8.R.C4.1 I can read and comprehend informational texts for 8th grade.</p> <p>ELA.8.R.C2.4 I can determine the figurative, connotative, or technical meaning of words or phrases in a</p> | | | | | | | |
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| | <p>information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the information or explanation presented. <p>ELA.8.R.C4.1 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.</p> <p>ELA.8.R.C2.4 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze the impact of specific word choices</p> | <p>grade 8 text.</p> <p>I can analyze how the words the author chooses affects the meaning or tone of the text.</p> <p>ELA.8.R.C2.5 I can analyze the structure of a specific paragraph of text, telling how each sentence is important in the development of the concept.</p> <p>ELA.8.R.C2.6 I can determine the author’s point of view in a text.</p> <p>I can determine the author’s purpose for writing a text.</p> <p>I can analyze how an author acknowledges/responds to conflicting viewpoints or evidence.</p> <p>ELA.8.W.C11.1 I can conduct short research projects, that use several sources to answer a specific question.</p> <p>I can generate additional</p> | | | | | | |
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| | <p>on meaning and tone, including analogies or allusions to other texts.</p> <p>ELA.8.R.C2.5 analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.</p> <p>ELA.8.R.C2.6 determine an author’s point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>ELA.8.W.C11.1 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.</p> <p>ELA.8.W.C11.3 draw evidence from literary or informational texts to support analysis, reflection and research. • apply <i>grade 8 reading objectives</i> to literature (e.g., “analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or</p> | <p>focused questions, if needed, during my research.</p> <p>ELA.8.W.C11.3 I apply 8th grade reading objectives to literary nonfiction and other informational texts.</p> <p>ELA.8.SL.C14.1 I can present important findings in a coherent manner using relevant evidence, valid reasoning, and appropriate details.</p> <p>I can use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELA.8.SL.C14.2 I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.</p> <p>I Can Statements: Argumentative</p> <p>ELA.8.W.C9.1 I can write an argument with clear reasons and relevant evidence, where I:</p> | | | | | | |
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| <p>religious works such as the bible, including describing how the material is rendered new”).</p> <ul style="list-style-type: none"> • apply <i>grade 8 reading objectives</i> to literary nonfiction and other informational texts (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”). <p>ELA.8.SL.C14.1 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.</p> <p>ELA.8.SL.C14.2 integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.</p> <p>Argumentative</p> <p>ELA.8.W.C9.1</p> <ul style="list-style-type: none"> • write arguments to support claims with clear reasons and relevant evidence. • introduce claim(s), acknowledge | <p>introduce claims, acknowledge and distinguish my claims from opposing claims, and organize the reasons/evidence logically,</p> <p>support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic,</p> <p>use words, phrases, and clauses to create cohesion and clarify relationships,</p> <p>establish and maintain a formal style, and</p> <p>provide a concluding statement or section that flows from the presented argument.</p> <p>ELA.8.R.C3.3 I can evaluate the advantages/disadvantages of using a particular medium to present a specific topic.</p> <p>ELA.8.SL.C13.2 I can analyze the purpose</p> | | | | | | |
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| | <p>and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p> <ul style="list-style-type: none"> • support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented <p>ELA.8.R.C3.3 evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>ELA.8.SL.C13.2 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.</p> <p>ELA.8.R.C3.4 delineate and evaluate the argument and specific claims in</p> | <p>of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>ELA.8.R.C3.4 I can trace and evaluate the argument and claims in a text.</p> <p>I can assess whether an author’s reasoning is sound and whether he has enough evidence</p> <p>I can recognize when an author uses irrelevant evidence.</p> <p>ELA.8.R.C3.5 I can analyze a time when two text present information about a topic that conflicts.</p> <p>I can determine whether the problem is with facts or interpretation of the ideas.</p> <p>ELA.8.SL.C13.3 I can identify a speaker’s argument and specific claims. I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented.</p> | | | | | | |
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| | <p>an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>ELA.8.R.C3.5 analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>ELA.8.SL.C13.3 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.</p> <p>End of the Year Standards</p> <p>ELA.8.W.C10.1 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 objectives in text types and purposes).</p> <p>ELA.8.W.C10.3 use technology, including the internet, to produce and publish</p> | <p>I can identify when irrelevant evidence is introduced.</p> <p>I Can Statements: End of the Year</p> <p>ELA.8.W.C10.1 I can produce clear, coherent writing in which the development, organization, and style are appropriate for eighth grade tasks, purposes, and audiences.</p> <p>ELA.8.W.C10.3 I can use technology to produce and publish my work, and present relationships among ideas.</p> <p>I can use the Internet to interact and collaborate with my peers on writing projects.</p> <p>ELA.8.W.C11.2 I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.</p> <p>I can correctly quote or paraphrase information</p> | | | | | | |
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| | <p>writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELA.8.W.C11.2 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.</p> <p>ELA.8.W.C12.1 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.</p> <p>ELA.8.SL.C13.1 <ul style="list-style-type: none"> 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. come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by </p> | <p>found for my finished work.</p> <p>I can follow a standard format for citation in my work.</p> <p>ELA.8.W.C12.1 I can write for a range of time, tasks, purposes, and audiences.</p> <p>ELA.8.SL.C13.1 I can prepare for a class discussion and participate by referring to my findings during discussion.</p> <p>I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.</p> <p>I can ask questions that connect ideas of several speakers and respond to others with relevant evidence or ideas.</p> <p>I can acknowledge new ideas expressed in discussion and modify my views if needed.</p> <p>ELA.8.SL.C14.3 I can adapt my speech to</p> | | | | | | |
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| | <p>referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> • follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. • pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. • acknowledge new information <p>ELA.8.SL.C14.3 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 8 language objectives for specific expectations.)</p> <p>ELA.8.L.C16.1 use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> • use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>ELA.8.L.C17.1</p> | <p>a variety of tasks and contexts.</p> <p>I can demonstrate a command of formal English when appropriate.</p> <p>ELA.8.L.C16.1 I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>I can explain the function of verbal.</p> <p>I can form and use verbs in the active and passive voice.</p> <p>I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>I can recognize and correct inappropriate shifts in verb voice and mood.</p> <p>ELA.8.L.C17.1 I can use context clues to figure out word meanings.</p> <p>I can use common Greek and Latin affixes and roots to figure out word</p> | | | | | | |
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| | <p>determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). • 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. • 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>meanings.</p> <p>I can use reference materials to determine pronunciation, meaning, or part of speech of a word.</p> <p>I can verify what I think a word means by looking it up.</p> | | | | | | |
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Grade: 8

Content Area ELA