# Bridging the [NYS English Language Arts Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy) ~ Transition from Grade 7 to Grade 8

The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the 7th grade teacher will comment on the 2019-2020 ELA curriculum relating to that year’s instruction; the 8th grade teacher will use this information to plan to meet the needs of all learners for the 2020-2021 school year.

Each standard includes an image of an instructor ()  and an image of a laptop  () to indicate if the standard was taught in the classroom or remotely. Circling or deleting the images will best indicate the method of instruction for that standard during the 2019-2020 school year.

## Reading: Literature and Informational Text

### Key Ideas and Details

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R1 | RL & RI: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | ClassroomInternet |  | RL & RI: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |  |
| R2 | RL & RI: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | ClassroomInternet |  | RL: 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. RI: 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.  |  |

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| R3 | RL: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).RI: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  | ClassroomInternet |  | RL: 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. RI: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |  |

### Craft and Structure

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R4 | RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | ClassroomInternet |  | RL: 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. RI: 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. |  |

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| R5 | RL: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.RI: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | ClassroomInternet |  | RL: 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. RI: 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.  |  |
| R6 | RL: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.1. Analyze stories, drama, or poems by authors who represent diverse world cultures.

RI: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | ClassroomInternet |  | RL: 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.1. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.

RI: 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.  |  |

### Integration of Knowledge and Ideas

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R7 | RL: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).RI: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | ClassroomInternet |  | RL: 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. RI: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |  |
| R8 | RL: (Not applicable to literature) RI: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | ClassroomInternet |  | RL: (Not applicable to literature) RI: 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. |  |

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| R9 | RL: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RI: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively | ClassroomInternet |  | RL: 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.RI: 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. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.  |  |

### Range of Reading and Level of Text Complexity

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| R10 | RL: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.RI: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | ClassroomInternet |  | RL: 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. RI: 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. |  |
| R11 | RL: Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.1. Self-select text based on personal preferences.
2. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

RI: Not applicable to Reading for Information Standard | ClassroomInternet |  | RL: Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.1. Self-select text to develop personal preferences.
2. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

 RI: Not applicable to Reading for Information Standard |  |

## Writing

### Text Types and Purposes

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W1 | Write arguments to support claims with clear reasons and relevant evidence.1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.
 | ClassroomInternet |  | Write arguments to support claims with clear reasons and relevant evidence.1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented
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| W2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 | ClassroomInternet |  | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.1. 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.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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| W3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 1. 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.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.
 | ClassroomInternet |  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.1. 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.
2. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
3. 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.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.
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### Production and Distribution of Writing

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W4 | 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.)1. Produce text (print or nonprint) that explores a variety of cultures and perspectives.
 | ClassroomInternet |  | 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.)1. Produce text (print or nonprint) that explores a variety of cultures and perspectives.
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| W5 | 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 7). | ClassroomInternet |  | 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.) |  |
| W6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | ClassroomInternet |  | 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. |  |

### Research to Build and Present Knowledge

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| W7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | ClassroomInternet |  | 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. |  |
| W8 | 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. | ClassroomInternet |  | 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. |  |
| W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.1. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
2. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
 | ClassroomInternet |  | Draw evidence from literary or informational texts to support analysis, reflection, and research. 1. 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”).
2. 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”).
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### Range of Writing

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| W10 | 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. | ClassroomInternet |  | 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. |  |
| W11 | Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.1. Make deliberate, personal, cultural, textual, and thematic connections across genres.
2. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).
 | ClassroomInternet |  | Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.1. Make well-supported personal, cultural, textual, and thematic connections across genres.
2. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
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## Speaking and Listening

### Comprehension and Collaboration

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners *on* grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 1. 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.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their views.
5. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
 | ClassroomInternet |  | 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 others’ ideas and expressing their own clearly.1. 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.
2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
5. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
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| SL2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
 | ClassroomInternet |  | 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.1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
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| SL3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | ClassroomInternet |  | 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. |  |

### Presentation of Knowledge and Ideas

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| SL4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | ClassroomInternet |  | 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. |  |
| SL5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | ClassroomInternet |  | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |  |

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| SL6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.) | ClassroomInternet |  | 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

### Conventions of Standard English

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Explain the function of phrases and clauses in general and their function in specific sentences.
2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 | ClassroomInternet |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
2. Form and use verbs in the active and passive voice.
3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
4. Recognize and correct inappropriate shifts in verb voice and mood
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| L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
2. Spell correctly.
 | ClassroomInternet |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
2. Use an ellipsis to indicate an omission.
3. Spell correctly.
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### Knowledge of Language

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | ClassroomInternet |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. 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).
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### Vocabulary Acquisition and Use

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|  | **Grade 7** **Learning Standard** | Instruction Provided | Comments &Considerations | **Grade 8** **Learning Standard** | Reflection &Planning for 2020-2021 |
| L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.1. 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.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
3. 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.
4. 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).
 | ClassroomInternet |  | 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.1. 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.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g*., precede, recede, secede*).
3. 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.
4. 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).
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| L5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
 | ClassroomInternet |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.1. Interpret figures of speech (e.g. verbal irony, puns) in context.
2. Use the relationship between particular words to better understand each of the words.
3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
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| L6 | 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. | ClassroomInternet |  | 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. |  |