Neshoba Central Middle School
8th Grade Language Arts Pacing Guide

College and Career Ready (CCR) Anchor Standards	2016 MS CCR ELA Standards (These standards define what a 7th grader must be able to do by the end of the school year. These standards complement the CCR standards.)	1st	2nd	3rd	4th
Key Ideas and Details	**Reading Standards for Literature**				
CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		√		
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**RL.8.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.		√	√	√
CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**RL.8.3** Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.		√	√	
Craft and Structure					
CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**RL.8.4** 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.			√	
CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**RL.8.5** 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.			√	

CCR Standard	Grade 8 Standard				
CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.	**RL.8.6** 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. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		√	√	
Integration of Knowledge and Ideas					
CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *See "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*	**RL.8.7** 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.		√		
CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**RL.8.8** (Not applicable to literature)				
CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**RL.8.9** Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.		√		
Range of Reading and Level of Text Complexity					
CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	**RL.8.10** 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. (Lexile Range 925L–1185L)	√			

Key Ideas and Details	Reading Standards for Informational Text				
CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	√		√	√
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**RI.8.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	√	√	√	√
CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		√		
Craft and Structure					
CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**RI.8.4** 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.	√			
CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**RI.8.5** Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		√		
CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.	**RI.8.6** 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.	√	√	√	√

Integration of Knowledge and Ideas					
CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *See "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*	**RI.8.7** Evaluate the advantages and disadvantages of using different Mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		√		√
CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**RI.8.8** 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.	√		√	√
CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**RI.8.9** 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.	√			
Range of Reading and Level of Text Complexity					
CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	**RI.8.10** 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. (Lexile Range 925L–1185L)	√			
Text Types and Purposes	**Writing Standards**				
CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**W.8.1** Write arguments to support claims with clear reasons and relevant evidence.	√		√	√

	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	√		√	√
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	√		√	√
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	√		√	√
	d. Establish and maintain a formal style.	√		√	√
	e. Provide a concluding statement or section that follows from and supports the argument presented.	√		√	√
CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	√	√	√	√
	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.	√	√	√	√
	b. Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.	√	√	√	√
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	√	√	√	√
	d. Use precise language and domain specific vocabulary to inform about or explain the topic.	√	√	√	√
	e. Establish and maintain a formal style.	√	√	√	√
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	√	√	√	√
CCR.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	√		√	

		√		√	
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	√		√	
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	√		√	
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	√		√	
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	√		√	
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	√		√	
Production and Distribution of Writing					
CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.8.4** 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.)	√		√	
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**W.8.5** 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 a nd audience have been addressed. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 8.)	√		√	
CCR.W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	**W.8.6** 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.	√		√	

Research to Build and Present Knowledge			√		
CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**W.8.7** 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.		√		
CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	**W.8.8** 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.		√		√
CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.		√		√
	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how 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").		√		√
	b. Apply grade 8 Reading standards to literary nonfiction and/or 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").		√		√
Range of Writing					
CCR.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 tasks, purposes, and audiences.	**W.8.10** 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.	√			√

Comprehension and Collaboration	Speaking and Listening Standards				
CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**SL.8.1** 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 others' ideas and expressing their own clearly.				
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				
	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				
CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL.8.2** 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.		√	√	
CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**SL.8.3** 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.	√	√		
Presentation of Knowledge and Ideas					
CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**SL.8.4** 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.	√	√	√	

		√			
CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	√			
CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**SL.8.6** 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.)			√	
Conventions of Standard English	**Language Standards**				
CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	√	√	√	√
	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	√	√	√	√
	b. Form and use verbs in the active and passive voice.	√	√	√	√
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	√	√	√	√
	d. Recognize and correct inappropriate shifts in verb voice and mood.*	√	√	√	√
CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√	√	√	√
	2a – Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	√	√	√	√
	2b – Use an ellipsis to indicate an omission.	√	√	√	√
	2c - Spell correctly.	√	√	√	√

Knowledge of Language		√	√	√	√
CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√	√	√
	3a 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).	√	√	√	√
Vocabulary Acquisition and Use					
CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**L.8.4** 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.	√	√	√	√
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	√	√	√	√
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	√	√	√	√
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	√			
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	√			

		√	√	√	√
CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	√	√	√	√
	a. Interpret figures of speech (e.g. verbal irony, puns) in context .	√	√	√	√
	b. Use the relationship between particular words to better understand each of the words.	√	√	√	√
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	√	√	√	√
CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**L.8.6** 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.		√	√	√