

**NC Standard Course of Study and Extended Content Standards English Language Arts (ELA) Alignment  
Grade 8**

**NC Standard Course of Study K-12 ELA for Implementation in  
2018-2019, Adopted April 2017**

**Extended Content Standards K-12 for ELA for  
Implementation 2018-19, Adopted June 2017**

**READING: LITERATURE**

Abbreviation	Standard	Abbreviation	Standard
<b>CCR Anchor Standard 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.</b>			
<b>RL.8.1</b>	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b>	Cite text to support inferences from stories and poems.
<b>CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>RL.8.2</b>	Determine a theme 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.	<b>RL.8.2</b>	Recount an event related to the theme, including details about character and setting.
<b>CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>RL.8.3</b>	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.	<b>RL.8.3</b>	Identify which incidents in a story or drama lead to subsequent action.
<b>CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>			
<b>RL.8.4</b>	Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.4</b>	Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
<b>CCR Anchor Standard 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.</b>			
<b>RL.8.5</b>	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.	<b>RL.8.5</b>	Compare the structure of two or more texts.

<b>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>			
<b>RL.8.6</b>	Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.	<b>RL.8.6</b>	Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
<b>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>RL.8.7</b>	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.	<b>RL.8.7</b>	Compare a text version of a story or drama with a video or live version of the same text.
<b>CCR Anchor Standard 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.</b>			
	K-12 Not applicable to literature.		K-12 Not applicable to literature.
<b>CCR Anchor Standard 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.</b>			
<b>RL.8.9</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	<b>RL.8.9</b>	Compare themes, patterns of events, and characters across two or more stories or dramas.
<b>CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</b>			
<b>RL.8.10</b>	By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<b>RL.8.10</b>	Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.
<b>READING: INFORMATIONAL TEXT</b>			
<b>Abbreviation</b>	<b>Standard</b>	<b>Abbreviation</b>	<b>Standard</b>
<b>CCR Anchor Standard 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.</b>			
<b>RI.8.1</b>	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b>	Cite text to support inferences from informational text.

<b>CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.</b>			
<b>RI.8.2</b>	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.	<b>RI.8.2</b>	Determine the theme or central idea of a text and select details that relate to it.
<b>CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>			
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3</b>	Sequence events in the order they were presented in the text.
<b>CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</b>			
<b>RI.8.4</b>	Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4</b>	Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
<b>CCR Anchor Standard 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.</b>			
<b>RI.8.5</b>	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.	<b>RI.8.5</b>	Locate the topic sentence and supporting details in a paragraph.
<b>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</b>			
<b>RI.8.6</b>	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.	<b>RI.8.6</b>	Determine an author’s purpose or point of view and identify examples from text that describe or support it.
<b>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	<b>RI.8.7</b>	Determine whether a topic is best presented as audio, video, multimedia, or text.
<b>CCR Anchor Standard 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.</b>			
<b>RI.8.8</b>	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.	<b>RI.8.8</b>	Identify the argument in a text and claims that support it.

CCR Anchor Standard 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.			
<b>RI.8.9</b>	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.	<b>RI.8.9</b>	Identify ways that two authors writing about the same topic disagree or present conflicting information.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
<b>RI.8.10</b>	By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<b>RI.8.10</b>	Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.
WRITING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>W.8.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Organize information and ideas around a topic to plan and prepare to write.</li> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<b>W.8.1</b>	<p>Write claims about topics or texts.</p> <ol style="list-style-type: none"> <li>State the claim and provide reasons or pieces of evidence to support it.</li> <li>Write reasons to support a claim about a topic or text.</li> <li>Use temporal words (first, next, also) to create connections.</li> </ol>

	<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		
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**CCR Anchor Standard 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.**

<p><b>W.8.2</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Organize information and ideas around a topic to plan and prepare to write.</li> <li>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> </ul>	<p><b>W.8.2</b></p>	<p>Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</li> <li>b. Write one or more facts or details related to the topic.</li> <li>c. Write complete thoughts as appropriate.</li> <li>d. Use domain specific vocabulary related to the topic.</li> <li>e. Provide a closing.</li> </ul>
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**CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

<p><b>W.8.3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p><b>W.8.3</b></p>	<p>Write about events or personal experiences.</p>
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	<p>relevant descriptive details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. 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. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. 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. e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<ol style="list-style-type: none"> <li>a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</li> <li>b. Use temporal words (e.g., first, then, next) to signal order.</li> <li>c. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.</li> <li>d. Provide a closing.</li> </ol>
<b>CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others. W</b>			
<b>W.8.4</b>	Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.4</b>	Use digital tools to produce writing to interact and collaborate with others.
<b>CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>			
<b>W.8.5</b>	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.	<b>W.8.5</b>	Conduct short research projects to answer and pose questions based on multiple sources of information.
<b>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>			
<b>W.8.6</b>	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	<b>W.8.6</b>	Select quotes providing relevant information about a topic from multiple print or digital sources.

avoiding plagiarism and following a standard format for citation.

### SPEAKING AND LISTENING

**Abbreviation**

**Standard**

**Abbreviation**

**Standard**

**CCR Anchor Standard 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.

**SL.8.1**

Communicate with others in group interactions.

- a. Come to discussions prepared to share information previously studied.
- b. Follow simple rules and carry out assigned roles during discussions.
- c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
- d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.

**CCR Anchor Standard 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 and evaluate the motives behind its presentation.

**SL.8.2**

Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.

**CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

<b>SL.8.3</b>	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.	<b>SL.8.3</b>	Determine the argument made by a speaker on a topic.
<b>CCR Anchor Standard 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.</b>			
<b>SL.8.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.	<b>SL.8.4</b>	Communicate findings including relevant descriptions, facts, or details.
<b>CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
<b>SL.8.5</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.8.5</b>	Include multimedia and visual information into presentations.
<b>LANGUAGE</b>			
<b>Abbreviation</b>	<b>Standard</b>	<b>Abbreviation</b>	<b>Standard</b>
<b>CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</b>			
<b>L.8.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<b>L.8.1</b>	Demonstrate standard English grammar and usage within the 6-8 grammar continuum when writing or communicating.
<b>CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</b>			
<b>L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<b>L.8.2</b>	Demonstrate understanding of conventions of standard English within 6-8 conventions continuum when writing.
<b>CCR Anchor Standard 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.</b>			
<b>L.8.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.	<b>L.8.3</b>	Use language to achieve desired outcomes when communicating by using a range of verb tenses (e.g., I walked, I walk, I will walk) accurately when writing or communicating.



**CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. \*The skills listed under each grade specific standard will appear in the clarification section of the standards.**

<b>L.8.4</b>	Determine and/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: context clues, word parts, word relationships, and reference materials.	<b>L.8.4</b>	Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.
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**CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

<b>L.8.5</b>	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech in context based on grade 8 reading and content.</li> <li>Distinguish among the connotations of words with similar denotations.</li> </ol>	<b>L.8.5</b>	<p>Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> <li>Demonstrate understanding of the use of multiple meaning words.</li> <li>Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).</li> </ol>
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**CCR Anchor Standard L.7 – 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

<b>L.8.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>	Use general academic and domain-specific words and phrases across contexts.
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