

Eighth Grade Standards Alignment

Reading Reconsidered Curriculum Standards Alignment

The following table contains our most frequently asked question types with the standards that these questions typically support.

Frequently Used Question Type	Sample Questions/Description	Standards Often Supported
Knowledge Based Questions	<ul style="list-style-type: none"> • What was life like for veterans returning home from the war? How was the experience of white and black veterans different? • Reread this line from p. 29 of <i>Lord of the Flies</i>: <i>Eyes shining, mouths open, triumphant, they savored the right of domination. They were lifted up: were friends.</i> <ul style="list-style-type: none"> ○ Underline words or phrases that allude to British imperialism. ○ Challenge: Add a sentence to this quote to emphasize (even more) the boys' imperialistic mindset. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.3 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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Knowledge Feeding Questions	<ul style="list-style-type: none"> • Democracy is a system of government in which a whole population participates in decisions by electing leaders. What evidence of democracy do you see in this scene? • In the biblical story of Jesus's death, soldiers mockingly dress Jesus as a king, forcing him to wear a "crown" made of thorns that pierce his skin and make him bleed. How does this information add to 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	<p>your understanding of Douglass's allusion here?</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.
<p>Overlapping Questions</p>	<ul style="list-style-type: none"> • Imagine Hobbes, Locke, and Rousseau have each just read these scenes from <i>Lord of the Flies</i>. What might they say about the boys' behavior? • Do Walter's views conform to common expectations for women during this 1950s? • Reread these lines from p. 36: <i>I indulged a faint hope that his conversion would lead him to emancipate his slaves, and that, if he did not do this, it would, at any rate, make him more kind and humane.</i> <p>Based on what you learned in the article about the Second Great Awakening, does Douglass's hope about Captain Auld seem reasonable? Why or why not?</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • CCSS.ELA-LITERACY.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.

		<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<p>Developmental Writing Questions</p>	<ul style="list-style-type: none"> • Complete the following sentences: <ul style="list-style-type: none"> ○ Beneatha and Walter drift “back to the past” because... ○ Beneatha and Walter drift “back to the past”, but... ○ Beneatha and Walter drift “back to the past”, so... • In a single carefully crafted sentence, explain what Piggy seems to understand that Ralph doesn’t. Start your sentence with although, despite, or while. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<p>Line Level Close Reading Questions</p>	<ul style="list-style-type: none"> • Why does Ralph compare his argument with Jack to playing chess? What do you notice about the images and/or word choice in the line that begins, “Vividly, he imagined...” What do you think Jack’s tone of voice was like when he said, “We mustn’t let anything happen to Piggy, must we?” Why do you think so? • In the first few lines of his apostrophe, Douglass compares himself with the ships. Fill in the table below with the specific points of comparison Douglass makes. Why might Douglass make this comparison? How does this comparison seem to make him feel? 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context. • CCSS.ELA-LITERACY.L.8.5.B Use the relationship between particular words to better understand each of the words. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • CCSS.ELA-LITERACY.RL.8.3 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. • CCSS.ELA-LITERACY.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.

		<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<p>Sensitivity Analysis Questions</p>	<ul style="list-style-type: none"> • Re-read this line from p. 10: <i>He became conscious of the weight of his clothes, kicked his shoes off fiercely, and ripped off each stocking with its elastic garter in a single movement.</i> <p>Compare it against the version below:</p> <p><i>He became conscious of the inconvenience of his clothes, kicked his shoes off eagerly, and removed each stocking with its elastic garter in a single movement.</i></p> <ul style="list-style-type: none"> ○ What do you notice about the differences between each version? What does the first reveal about Ralph? 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • CCSS.ELA-LITERACY.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context. • CCSS.ELA-LITERACY.L.8.5.B Use the relationship between particular words to better understand each of the words. • CCSS.ELA-LITERACY.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). • CCSS.ELA-LITERACY.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.
<p>Summative Writing Tasks</p>	<ul style="list-style-type: none"> • Who was the true chief of the boys' civilization: Ralph or Jack? Discuss the role of a leader in society and examine how both Ralph and Jack impacted the boys' civilization. How would each of them be remembered by history? • How would you characterize Post-war America? In your portrait of this time period in the United States, be sure to reference 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	<p>historical facts introduced in all four of the texts we've read and discussed today.</p>	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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.) • CCSS.ELA-LITERACY.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 and audience have been addressed. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • CCSS.ELA-LITERACY.RL.8.3 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>Knowledge Organizers & Retrieval Practice</p>	<ul style="list-style-type: none"> • One or two times per week, students engage in Retrieval Practice to reinforce knowledge from the Knowledge Organizer. In this portion of the lesson, students are asked questions such as: <ul style="list-style-type: none"> ○ How is manumission different from abolition? ○ In what year was the slave trade banned? Why did the number of enslaved people in the U.S. grow even after the banning of the slave trade? ○ What is a cotton gin? • Students are also asked to apply knowledge from the Knowledge Organizer in writing and speaking activities throughout the course of each lesson. • Knowledge quizzes occur bi-weekly 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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.
<p>Explicit Vocabulary & Active Practice</p>	<ul style="list-style-type: none"> • Several days each week, students are explicitly taught 1-3 vocabulary words and asked to apply them before beginning the lesson. • Vocabulary quizzes occur bi-weekly. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

		<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.
<p>Control the Game</p>	<ul style="list-style-type: none"> • Throughout daily reading cycles, students are frequently expected to read aloud from the text with accurate decoding, prosody, and expression. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<p>Discussion</p>	<ul style="list-style-type: none"> • Questions throughout a lesson are reviewed using a variety of discussion strategies, including Turn & Talks, brief discussion, extended discussion, and Show Call. 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.7.1 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. • CCSS.ELA-LITERACY.SL.7.1.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. • CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.7.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.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.

		<ul style="list-style-type: none">• CCSS.ELA-LITERACY.SL.7.4 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.• CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Eighth Grade Standards Map

The following tables contain a list of 8th grade ELA Standards with a tick mark beside lesson activities that frequently address these standards.

8 th Grade Reading Literature Text Standards								
Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓	✓	✓				✓
CCSS.ELA-LITERACY.RL.8.3 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.	✓	✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓		✓	✓		✓		
CCSS.ELA-LITERACY.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.		✓	✓	✓		✓		✓
CCSS.ELA-LITERACY.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.								
CCSS.ELA-LITERACY.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.			✓	✓				✓
CCSS.ELA-LITERACY.RL.8.8 (RL.8.8 not applicable to literature)								
CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓	✓	✓				✓
CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	✓	✓	✓	✓				✓

8th Grade Reading Informational Text Standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓	✓	✓	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓		✓		✓		✓
CCSS.ELA-LITERACY.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.		✓	✓	✓	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓	✓				✓	✓
CCSS.ELA-LITERACY.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.			✓	✓	✓			✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓			✓	✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓			✓	✓

8th Grade Speaking & Listening Standards

Standard	Activity Type			
	Discussion	Turn & Talk	Read Aloud	Show Call
CCSS.ELA-LITERACY.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.	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓
CCSS.ELA-LITERACY.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.	✓	✓		✓
CCSS.ELA-LITERACY.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.	✓	✓		
CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				
CCSS.ELA-LITERACY.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 here for specific expectations.)	✓	✓		

8th Grade Writing Standards

Standard	Activity Type			
	Developmental Writing Tasks	Summative Writing Tasks	End-of-Unit Writing Prompts	Revision Tasks
CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.		✓	✓	✓
CCSS.ELA-LITERACY.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.		✓	✓	✓
CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓
CCSS.ELA-LITERACY.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.)	✓	✓	✓	✓
CCSS.ELA-LITERACY.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 and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)			✓	✓
CCSS.ELA-LITERACY.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.			✓	
CCSS.ELA-LITERACY.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.			✓	
CCSS.ELA-LITERACY.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.		✓	✓	
CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
CCSS.ELA-LITERACY.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.	✓	✓	✓	✓

8th Grade History/Social Studies Standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	✓	✓	✓	✓	✓			✓
CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓	✓	✓			✓	✓
CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	✓		✓					✓
CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		✓		✓		✓		✓
CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓	✓	✓				✓	✓
CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	✓	✓	✓	✓				✓
CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	✓	✓	✓	✓				✓