

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature
 W = Writing
 OLLS = Oral Language, Listening, and Speaking
 V = Visual Literacy

RF = Foundational Skills
 RL = Literature
 W = Writing

RI = Informational Reading
 SL = Speaking and Listening
 L = Language Standards

EIGHTH GRADE

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.	L	6	Vocabulary Acquisition and Use: 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.
RL	1	Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.			
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	L	4.d	Vocabulary Acquisition and Use: 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).
RL	1.1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	L	6	Vocabulary Acquisition and Use: 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.

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RL	1.2	Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.3.a	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.	RL	4	Craft and Structure: 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.
RL	1.3.a	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.	RI	4	Craft and Structure: 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.
RL	1.3.a	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.3.a	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.	L	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g. verbal irony, puns) in context.

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RL	1.3.a	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.3.b	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Analogies: comparisons of the similar aspects of two different things.	RL	4	Craft and Structure: 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.
RL	1.3.b	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Analogies: comparisons of the similar aspects of two different things.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.3.b	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Analogies: comparisons of the similar aspects of two different things.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.3.c	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.	RL	4	Craft and Structure: 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.
RL	1.3.c	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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RL	1.3.c	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.3.d	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.	RL	4	Craft and Structure: 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.
RL	1.3.d	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.3.d	Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases: Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.	L	6	Vocabulary Acquisition and Use: 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.
RL	2	Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.			
RL	2.1	Read regularly in independent-level materials that are challenging but manageable (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.			
RL	2.2	Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).	RI	10	Range of Reading and Level of Text Complexity: 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.

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RL	2.3	Increase reading speed and comprehension through daily, independent reading.			
RL	2.4	Read silently for increased periods of time.			
RL	2.5	Use punctuation as a cue for pausing and characterization while reading.			
RL	3	Standard 3: Comprehension - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.			
RL	3.1.a	Literal Understanding: Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand. Preview the text and use prior knowledge and experience to make connections to text.			
RL	3.1.b	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	SL	1.a	Comprehension and Collaboration: 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.

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RL	3.1.b	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	W	3.c	Text Types and Purposes: 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.
RL	3.2.a	Inferences and Interpreting: Make inferences and draw conclusions supported by text evidence and student experiences.	RL	1	Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.2.a	Inferences and Interpreting: Make inferences and draw conclusions supported by text evidence and student experiences.	RI	1	Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.2.a	Inferences and Interpreting: Make inferences and draw conclusions supported by text evidence and student experiences.	L	4.a	Vocabulary Acquisition and Use: 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.
RL	3.2.b	Inferences and Interpreting: Connect, compare, and contrast ideas, themes, and issues across texts.	RL	5	Craft and Structure: 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.
RL	3.2.b	Inferences and Interpreting: Connect, compare, and contrast ideas, themes, and issues across texts.	RI	3	Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RL	3.3.a	Summary and Generalization: Determine the main (or major) idea and how those ideas are supported with specific details.	RL	2	Key Ideas and Details: 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.
RL	3.3.a	Summary and Generalization: Determine the main (or major) idea and how those ideas are supported with specific details.	RI	2	Key Ideas and Details: 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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RL	3.4.a	Analysis and Evaluation: Distinguish between stated fact, reasoned judgment, and opinion in various texts.	RI	1	Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.4.b	Analysis and Evaluation: Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).	RI	5	Craft and Structure: 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.
RL	3.4.c	Analysis and Evaluation: Compare/contrast to determine similarities and differences in treatment, scope, or organization.			
RL	3.4.d	Analysis and Evaluation: Problem/solution-offer observations, make connections, react, speculate, interpret, and raise questions in response to text.			
RL	3.4.e	Analysis and Evaluation: Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	RL	3	Key Ideas and Details: 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.
RL	3.4.f	Analysis and Evaluation: Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	RL	2	Key Ideas and Details: 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.
RL	3.4.f	Analysis and Evaluation: Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	RL	3	Key Ideas and Details: 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.
RL	3.5.a	* Monitoring and Correction Strategies: monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.			
RL	3.5.b	* Monitoring and Correction Strategies: Make, confirm, and revise predictions when reading.			

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RL	3.5.c	* Monitoring and Correction Strategies: Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.			
RL	4	Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.			
RL	4.1.a	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.	RL	10	Range of Reading and Level of Text Complexity: 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.
RL	4.1.b	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.	RL	10	Range of Reading and Level of Text Complexity: 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.
RL	4.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.			
RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and explain various points of view and how they affect a story's interpretation.	RL	6	Craft and Structure: 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.

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RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and explain various points of view and how they affect a story's interpretation.	RI	6	Craft and Structure: 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.
RL	4.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	RL	4	Craft and Structure: 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.
RL	4.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.			
RL	4.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.			
RL	4.4.a	* Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written..			
RL	4.4.b	* Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.			

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RL	4.4.c	* Literary Works - The student will read and respond to historically and culturally significant works of literature: Compare similar characters, settings, and themes from varied literary traditions that cross cultures.			
RL	5	Standard 5: Research and Information: The student will conduct research and organize information.			
RL	5.1.a	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning: Access information from a variety of primary and secondary sources, including electronic text, experts, and primary resources, to locate information relevant to research questioning.			
RL	5.1.b	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning: Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.			
RL	5.1.c	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning: Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record as an aid to comprehend increasingly difficult content material.			
RL	5.1.d	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning: Note instances of persuasion, propaganda, and faulty reasoning in text.	RI	8	Integration of Knowledge and Ideas: 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.
RL	5.1.d	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning: Note instances of persuasion, propaganda, and faulty reasoning in text.	RI	9	Integration of Knowledge and Ideas: 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.

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RL	5.2.a	Interpreting Information - Analyze and evaluate information from a variety of sources: Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).			
RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Analyze and paraphrase or summarize information from a variety of sources into a research paper.			
RL	5.2.c	Interpreting Information - Analyze and evaluate information from a variety of sources: Identify and credit the sources used to gain information from a variety of sources into a research paper.			
RL	5.2.d	Interpreting Information - Analyze and evaluate information from a variety of sources: Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true/false, and short answer.			
RL	5.2.e	Interpreting Information - Analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.			
			RL	7	Integration of Knowledge and Ideas: 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.
			RL	9	Integration of Knowledge and Ideas: 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.

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W	Main	Writing/grammar/usage and mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	2.f	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.
W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	4	Production and Distribution of Writing: 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.)

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W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	5	Production and Distribution of Writing: 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 on page 53.)
W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	1.1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	1.2	Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
W	1.2	Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	1.2	Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.	W	2.c	Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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W	1.2	Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.	W	2.e	Text Types and Purposes: Establish and maintain a formal style.
W	1.3	Blend paragraphs, with effective transitions, into larger text.	W	2.c	Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W	1.4	Use precise word choices, including figurative language, that convey specific meaning and tone.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.			
W	1.6	Revise multiple drafts individually and with peers.			
W	1.7	Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling.			
W	2	Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes. At Grade 8, write creative, narrative, expository, argumentative, persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	W	2.e	Text Types and Purposes: Establish and maintain a formal style.

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W	2.1.a	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	2.1.a	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.	W	3.d	Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W	2.1.b	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: Create and develop a character(s), including comparisons, that show the character's (s') beliefs and qualities.			
W	2.1.c	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: create and develop an appropriate point of view (e.g., third person limited or first person point of view).	W	3.a	Text Types and Purposes: 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.
W	2.1.c	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: create and develop an appropriate point of view (e.g., third person limited or first person point of view).	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W	2.1.d	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: create and maintain a setting that enhances the narration.			
W	2.1.e	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: adjust tone and style to make writing more interesting and engaging to the audience.			

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W	2.1.f	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing.			
W	2.1.g	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: reveal the writer's attitude about the subject.			
W	2.1.h	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that: use sensory details and precise word choice.			
W	2.2.a	Compose expository texts including research reports, technical documents, and other informational texts that: define a research thesis (a statement of position on the topic).	W	2.a	Text Types and Purposes: 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.
W	2.2.b	Compose expository texts including research reports, technical documents, and other informational texts that: integrate important ideas, concepts, or direct quotations from significant information sources.	W	6	Production and Distribution of Writing: 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.
W	2.2.b	Compose expository texts including research reports, technical documents, and other informational texts that: integrate important ideas, concepts, or direct quotations from significant information sources.	W	7	Research to Build and Present Knowledge: 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.
W	2.2.b	Compose expository texts including research reports, technical documents, and other informational texts that: integrate important ideas, concepts, or direct quotations from significant information sources.	W	8	Research to Build and Present Knowledge: 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.

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W	2.2.b	Compose expository texts including research reports, technical documents, and other informational texts that: integrate important ideas, concepts, or direct quotations from significant information sources.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.b	Compose expository texts including research reports, technical documents, and other informational texts that: integrate important ideas, concepts, or direct quotations from significant information sources.	W	2.b	Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W	2.2.c	Compose expository texts including research reports, technical documents, and other informational texts that: identifies a variety of primary and secondary sources and distinguish the nature and value of each.	W	7	Research to Build and Present Knowledge: 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.
W	2.2.d	Compose expository texts including research reports, technical documents, and other informational texts that: organizes and displays information on charts, tables, maps, and graphs.	W	2.a	Text Types and Purposes: 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.
W	2.2.e	Compose expository texts including research reports, technical documents, and other informational texts that: document sources as appropriate to style.			
W	2.2.f	Compose expository texts including research reports, technical documents, and other informational texts that: create technical documents using appropriate style and format that identify the necessary sequence or process.			
W	2.3.a	OK.8.W.2.3.a Compose persuasive/argumentative compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

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W	2.3.a	Compose persuasive/argumentative compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W	2.3.a	Compose persuasive/argumentative compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	2.3.b	Compose persuasive/argumentative compositions that: present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	W	9.a	Research to Build and Present Knowledge: 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”).
W	2.3.b	Compose persuasive/argumentative compositions that: present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	2.3.b	Compose persuasive/argumentative compositions that: present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	W	1.b	Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W	2.3.c	Compose persuasive/argumentative compositions that: provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments.	W	9.a	Research to Build and Present Knowledge: 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”).
W	2.3.c	Compose persuasive/argumentative compositions that: provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments.	W	9.b	Research to Build and Present Knowledge: 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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W	2.3.c	Compose persuasive/argumentative compositions that: provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments.	W	1.a	Text Types and Purposes: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W	2.4.a	Compose reflexive papers to: express the individual's insight into conditions or situations.			
W	2.4.b	Compose reflexive papers to: compare a scene from a work of fiction with a lesson learned from experience.			
W	2.4.c	Compose reflexive papers to: complete a self-evaluation on a class performance.			
W	2.5.a	Compose responses to literature, including poetry, that: demonstrate careful reading and insight into interpretations.			
W	2.5.b	Compose responses to literature, including poetry, that: connect responses to the writer's techniques and to specific textual references.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.5.c	Compose responses to literature, including poetry, that: make supported inferences about the effects of a literary work on its audience.			
W	2.5.d	Compose responses to literature, including poetry, that: support judgments with references to the text, other works, other authors, or to personal knowledge.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.6	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.			
W	2.7	Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.			
W	2.8.a	Use appropriate essay test-taking and time-writing strategies that: budget time for prewriting, drafting, revising, and editing.			
W	2.8.b	Use appropriate essay test-taking and time-writing strategies that: prioritize the question/prompt.			

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W	2.8.c	Use appropriate essay test-taking and time-writing strategies that: identify the common directives from the prompt (Identify command verbs: <i>explain, compare, evaluate, define, and develop</i> , etc.).			
W	2.8.d	Use appropriate essay test-taking and time-writing strategies that: analyze the question or prompt and determine the appropriate mode of writing.			
W	2.8.e	Use appropriate essay test-taking and time-writing strategies that: apply appropriate organizational methods to thoroughly address the prompt.			
W	2.8.f	Use appropriate essay test-taking and time-writing strategies that: utilize an editing checklist or assessment rubric, if provided.			
W	2.9	Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.			
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.	L1	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use the principal parts of verbs and progressive verb forms.	L	1.b	Conventions of Standard English: Form and use verbs in the active and passive voice.
W	3.1.a	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use the principal parts of verbs and progressive verb forms.	L	1.c	Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
W	3.1.a	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use the principal parts of verbs and progressive verb forms.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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W	3.1.b	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Identify and correctly use transitive and intransitive verbs.			
W	3.1.c	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Identify and correctly use linking verbs.			
W	3.1.d	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Make subject and verbs agree.	L	3.a	Knowledge of Language: 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).
W	3.1.e	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Identify personal, reflexive, and intensive pronouns.			
W	3.1.f	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use nominative, objective, and possessive nouns and pronouns correctly.			
W	3.1.g	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use correct pronoun reference and make pronouns agree with their antecedents.			
W	3.1.h	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Identify and use abstract, concrete, and collective nouns.			
W	3.1.i	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Correctly form and use the positive, comparative, and superlative forms of adjectives.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.j	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Identify and use appositives and appositive phrases.			
W	3.1.k	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing.	L	1.a	Conventions of Standard English: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
W	3.1.l	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.			
W	3.1.m	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Correctly use all conjunctions.			
W	3.1.n	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade: Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).			
W	3.2.a	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Apply the capitalization rules appropriately in writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.2.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing, including: (I) Commas (II) Quotation marks (III) Apostrophes (IV) Colons and semicolons (V) Conventions of letter writing (VI) Hyphens, dashes, parentheses	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing, including: (I) Commas (II) Quotation marks (III) Apostrophes (IV) Colons and semicolons (V) Conventions of letter writing (VI) Hyphens, dashes, parentheses	L	2.a	Conventions of Standard English: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
W	3.2.b	OK.8.W.3.2.b Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing, including: (I) Commas (II) Quotation marks (III) Apostrophes (IV) Colons and semicolons (V) Conventions of letter writing (VI) Hyphens, dashes, parentheses	L	2.b	Conventions of Standard English: Use an ellipsis to indicate an omission.
W	3.2.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.2.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	2.c	Conventions of Standard English: Spell correctly.
W	3.3.c	Sentence Structure - Demonstrate appropriate sentence structure in writing: Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses.	L	2.a	Conventions of Standard English: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
W	3.3.a	Sentence Structure - Demonstrate appropriate sentence structure in writing: Correct sentence run-ons and fragments.			
W	3.3.b	Sentence Structure - Demonstrate appropriate sentence structure in writing: Correct dangling and misplaced modifiers.			
W	3.3.c	Sentence Structure - Demonstrate appropriate sentence structure in writing: Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.			
W	3.3.d	Sentence Structure - Demonstrate appropriate sentence structure in writing: Simple, compound, complex, and compound-complex sentences.			
W	3.3.e	Sentence Structure - Demonstrate appropriate sentence structure in writing: Compose sentences with simple, complete, and compound predicates.			
			W	10	Range of Writing: 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).
			L	1.d	Conventions of Standard English: Recognize and correct inappropriate shifts in verb voice and mood.*

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			L	4.c	Vocabulary Acquisition and Use: 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.
Olls	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.			
Olls	1	Standard 1: Listening - The student will listen for information and for pleasure.			
Olls	1.1	Identify the major ideas and supporting evidence in informative and persuasive messages.			
Olls	1.2	Listen in order to identify and discuss topic, purpose, and perspective.			
Olls	1.3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).			
Olls	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	3	Comprehension and Collaboration: 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.
Olls	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	SL	1	Comprehension and Collaboration: 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.
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	SL	1.d	Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1	Comprehension and Collaboration: 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.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1.b	Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1.d	Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SL	1.a	Comprehension and Collaboration: 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.
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SL	4	Presentation of Knowledge and Ideas: 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.

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OLLS	2.3	Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	SL	4	Presentation of Knowledge and Ideas: 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.
OLLS	2.4	Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	SL	6	Presentation of Knowledge and Ideas: 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 on page 53 for specific expectations.)
OLLS	2.5	Adjust message wording and delivery according to particular audience and purpose.	SL	6	Presentation of Knowledge and Ideas: 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 on page 53 for specific expectations.)
			SL	1	Comprehension and Collaboration: 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.
			SL	1.a	Comprehension and Collaboration: 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.
			SL	1.b	Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
			SL	1.c	Comprehension and Collaboration: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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			SL	1.d	Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			
V	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.			
V	1.1	Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).			
V	1.2	Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).	SL	4.b	Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
V	2	*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.			
V	2.1	Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).	RI	7	Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
V	2.1	Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).	SL	2	Comprehension and Collaboration: 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.

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V	2.2	Establish criteria for selecting or avoiding specific programs.			
V	2.3	Assess how language, medium, and presentation contribute to the message.			
V	3	*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	SL	5	Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
V	3.1	Produce visual images, messages, and meanings that communicate with others.	SL	5	Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
V	3.2	Use media forms to create a visual message that will compare and contrast ideas and points of view.	SL	5	Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
			RL	9	Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or The Bible or how a later author draws on a play by Shakespeare).