

## NC English Language Arts Standard Course of Study 8<sup>th</sup> Grade-Specific Standards

**READING STRAND:** K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

### Reading Standards for Literature

#### *Key Ideas and Evidence*

- RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 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.

#### *Craft and Structure*

- RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 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.
- RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.

#### *Integration of Ideas and Analysis*

- 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.
- RL.8.8 Not applicable to literature.
- 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, including describing how the material is rendered new.

#### *Range of Reading and Level of Complexity*

- RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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### Reading Standards for Informational Text

#### *Key Ideas and Evidence*

- RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

#### *Craft and Structure*

- RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 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.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### *Integration of Ideas and Analysis*

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- 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.
- RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

#### *Range of Reading and Level of Complexity*

- RI.8.10 By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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**WRITING STRAND:** To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

### Writing Standards

#### *Text Types, Purposes, and Publishing*

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- Organize information and ideas around a topic to plan and prepare to write.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 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.
- Organize information and ideas around a topic to plan and prepare to write.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
  - 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.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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- d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
  - g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

*Research*

- W.8.5 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.8.6 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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**SPEAKING AND LISTENING STRAND:** The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

### Speaking and Listening Standards

#### *Collaboration and Communication*

- SL.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.

#### *Presentation of Knowledge and Ideas*

- 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; adapt speech to a variety of contexts and tasks.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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**LANGUAGE STRAND:** Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

### Language Standards

#### *Conventions of Standard English*

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. (See Language Standards – Grammar Continuum page 7.)
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. (See Language Standards – Conventions Continuum page 10.)

#### *Knowledge of Language*

- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.

#### *Vocabulary Acquisition and Use*

- L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.
  - a. Interpret figures of speech in context based on grade 8 reading and content.
  - b. Distinguish among the connotations of words with similar denotations.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Language Standards – Grammar Continuum**

SKILL	K-1	2-3	4-5	6-8	9-12
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</li> <li>Use common, proper, &amp; possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of nouns</li> <li>Use collective nouns (such as <i>group</i>)</li> <li>Form and use frequently occurring regular and irregular plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use abstract nouns (such as <i>courage</i>)</li> <li>Continue to use regular and irregular plural nouns</li> </ul>		
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Form frequently occurring verbs</li> <li>Convey sense of time</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of verbs</li> <li>Form and use past tense of frequently occurring irregular verbs</li> <li>Form and use regular and irregular verbs</li> <li>Form and use simple verb tenses</li> <li>Form and use the perfect verb tenses</li> <li>Convey sense of various times, sequences</li> <li>Recognize inappropriate shifts in verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Form and use progressive verb tenses</li> <li>Use modal auxiliaries (such as <i>may</i> or <i>must</i>)</li> <li>Continue to form and use the perfect verb tenses</li> <li>Convey sense of various times, sequences, states, and conditions</li> <li>Recognize and correct inappropriate shifts in verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>)</li> <li>Form and use verbs in active &amp; passive voice</li> <li>Form and use indicative, imperative, interrogative, conditional moods</li> <li>Recognize and correct inappropriate shifts in voice and mood</li> <li>Form and use transitive/intransitive verbs</li> </ul>	
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Use frequently occurring adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of adjectives</li> <li>Accurately choose which to use – adjective or adverb</li> </ul>	<ul style="list-style-type: none"> <li>Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb</li> <li>Order adjectives within sentences according to conventional patterns</li> </ul>	<ul style="list-style-type: none"> <li>Form and use compound adjectives</li> </ul>	

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SKILL	K-1	2-3	4-5	6-8	9-12
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>Use frequently occurring conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of conjunctions</li> <li>Use coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use coordinating and subordinating conjunctions</li> <li>Use correlative conjunctions (such as <i>either/or</i>)</li> </ul>		<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
<b>Adverbs</b>		<ul style="list-style-type: none"> <li>Accurately choose which to use – adjective or adverb</li> <li>Explain the function of adverbs</li> <li>Form and use comparative adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Form and use comparative and superlative adverbs</li> <li>Use relative adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Use adverbs that modify adjectives</li> <li>Use adverbs that modify adverbs</li> </ul>	
<b>Sentences</b>	<ul style="list-style-type: none"> <li>Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences</li> <li>Understand and use question words</li> </ul>	<ul style="list-style-type: none"> <li>Produce, expand, and rearrange simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li> <li>Produce, expand, and rearrange simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> </ul>	
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>Use frequently occurring prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Form and use prepositional phrases</li> </ul>		
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>Use personal, possessive, and indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of pronouns</li> <li>Continue to use personal, possessive, and indefinite pronouns</li> <li>Use reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Ensure pronoun-antecedent agreement</li> <li>Use relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>)</li> <li>Use intensive pronouns</li> <li>Recognize and correct inappropriate shifts in pronoun number and person</li> </ul>	



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SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> <li>Recognize and correct vague pronouns</li> <li>Continue to ensure pronoun-antecedent agreement</li> <li>Recognize and apply the nominative case and objective case</li> </ul>	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>Use determiners</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use <i>a, an,</i> and <i>the</i></li> </ul>			
<b>Commonly Confused Words</b>		<ul style="list-style-type: none"> <li>Correctly use common homophones</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use frequently confused words (such as <i>to, two, too</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to correctly use frequently confused words</li> </ul>	
<b>Interjections</b>		<ul style="list-style-type: none"> <li>Explain the function of and use interjections</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use interjections</li> </ul>		
<b>Phrases and Clauses</b>			<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses</li> <li>Recognize independent and dependent phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers</li> <li>Form and use indirect/direct objects</li> </ul>	
<b>Usage</b>				<ul style="list-style-type: none"> <li>Recognize variations from standard English in their own and others' writing and speaking</li> <li>Identify and use strategies to improve expression in conventional language</li> </ul>	

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**Language Standards – Conventions Continuum**

Skill	K-1	2-3	4-5	6-8	9-12
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence</li> <li>• Capitalize the pronoun “I”</li> <li>• Capitalize dates and names of people</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalize holidays</li> <li>• Capitalize product names</li> <li>• Capitalize geographic names</li> <li>• Capitalize appropriate words in titles</li> <li>• Use correct capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles</li> <li>• Continue to use correct capitalization</li> </ul>		<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Recognize end punctuation</li> <li>• Name end punctuation</li> <li>• Use end punctuation for sentences</li> <li>• Use commas in dates</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to separate single words in a series</li> <li>• Use commas in greetings and closings of letters</li> <li>• Use an apostrophe to form contractions</li> <li>• Use an apostrophe to form frequently occurring possessives</li> <li>• Use commas in addresses</li> <li>• Use commas in dialogue</li> <li>• Form and use possessives</li> <li>• Use quotation marks in dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series</li> <li>• Continue to use commas in addresses</li> <li>• Continue to use commas in dialogue</li> <li>• Continue to use quotation marks in dialogue</li> <li>• Use a comma before a coordinating conjunction in a compound sentence</li> <li>• Use commas and quotations to mark direct speech and quotations from a text</li> <li>• Use a comma to separate an introductory element from the rest of a sentence</li> <li>• Use a comma to set off the words yes and no</li> <li>• Use a comma to set off a tag question from the rest of the sentence</li> <li>• Use a comma to indicate a direct address</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation to set off nonrestrictive/parenthetical elements</li> <li>• Use a comma to separate coordinate adjectives</li> <li>• Use punctuation to indicate a pause or break</li> <li>• Use an ellipsis to indicate an omission</li> <li>• Use a semicolon to link two or more closely related independent clauses</li> <li>• Use a colon to introduce a list or quotation</li> <li>• Apply hyphen conventions</li> </ul>	

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Skill	K-1	2-3	4-5	6-8	9-12
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Write a letter or letters for most consonant and short-vowel sounds</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> <li>• Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</li> <li>• Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use conventional spelling for high frequency words and other studied words</li> <li>• Continue to use conventional spelling for adding suffixes to base words</li> <li>• Continue to use spelling patterns and generalizations when writing words</li> <li>• Spell grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently apply conventional rules to spell words correctly</li> </ul>	<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
<b>References</b>		<ul style="list-style-type: none"> <li>• Consult reference materials as needed to check and correct spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to consult reference materials as needed to check and correct spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to consult reference materials as needed to check and correct spellings</li> </ul>	