

# The Alabama Library Media Crosswalk



## Alabama's College and Career Ready Standards English Language Arts Grade 3

Prepared By: (School Librarian)

For: (School Name)

## Eighth Grade - Reading Standards for Literary Text

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches	Librarian Collaborates	Lesson Notes/Tools
<b>Key Ideas and Details</b>				
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. [RL.8.1]	1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.3.1 Respect copyright/intellectual property rights of creators and producers.			
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. [RL.8.2]	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.			
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. [RL.8.3]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning			
<b>Craft and Structure</b>				
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	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting			

meaning and tone, including analogies or allusions to other texts. [RL.8.4]	information, and point of view or bias.			
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.8.5]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
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. [RL.8.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
<b>Integration of Knowledge and Ideas</b>				
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.8.7]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying critical thinking			

	<p>skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>			
<p>8.) 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. [RL.8.9]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing</p>			

	opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.			
<b>Range of Reading and Level of Text Complexity</b>				
9.) 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.8.10]				

<b>Reading Standards for Informational Text</b>				
<b>Key Ideas and Details</b>				
10.) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to			

	needs, importance, and social and cultural context.			
11.) 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.8.2]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.			
12.) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
<b>Craft and Structure</b>				
13.) 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. [RI.8.4]	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions,			

	main and supporting ideas, conflicting information, and point of view or bias.			
14.) 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.8.5]				
15.) 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. [RI.8.6]				
<b>Integration of Knowledge and Ideas</b>				
16.) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular</p>			

	areas, real world situations, and further investigations.			
17.) 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.8.8]	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the</p>			

	pattern of evidence leads to a decision or conclusion			
18.) 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. [RI.8.9]	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the</p>			

	pattern of evidence leads to a decision or conclusion.			
<b>Range of Reading and Level of Text Complexity</b>				
19.) 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. [RI.8.10]	We support this standard thru our collection.			

# Writing Standards

## Text Types and Purposes

<p>20.) Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]</p>				
<p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p>			
<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.            1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.            1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.            1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.            1.2.5 Demonstrate adaptability by changing the inquiry focus, questions,</p>			

	resources, or strategies when necessary to achieve success. 1.2.6 Display emotional resilience by persisting in information searching despite challenges.			
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
d. Establish and maintain a formal style. [W.8.1d]				
e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.			

	2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion			
21.) Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful.			
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new			

	understandings, draw conclusions, and create new knowledge.			
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]	1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.			
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]				
e. Establish and maintain a formal style. [W.8.2e]				

<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion</p>			
<p>22.) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>			
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]</p>				
<p>b. Use narrative techniques, such as dialogue, pacing, description, and</p>				

reflection, to develop experiences, events, and/or characters. [W.8.3b]				
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings			
e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]	2.3.2 Consider diverse and global perspectives in drawing conclusions.			
<b>Production and Distribution of Writing</b>				
23.) 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 20-22 above.) [W.8.4]	3.3.4 Create products that apply to authentic, real-world contexts.			
24.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	1.1.9 Collaborate with others to broaden and deepen understanding.			

<p>editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others</p>			
<p>25.) 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.8.6]</p>	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to</p>			

	<p>create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>			
<b>Research to Build and Present Knowledge</b>				
<p>26.) 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.8.7]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>			

	<p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>4.2.2 Demonstrate motivation by seeking</p>			
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	<p>information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>			
<p>27.) 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. [W.8.8]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>			
<p>28.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</p>				
<p>a. Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in</p>			

	<p>order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<p>b. 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"). [W.8.9b]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<b>RANGE OF WRITING</b>				
<p>29.) Write routinely over extended time frames, including time for research, reflection, and revision,</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking</p>			

<p>and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p>	<p>skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>			
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# Speaking and Listening Standards

## Comprehension and Collaboration

<p>30.) 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.8.1]</p>				
<p>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. [SL.8.1a]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings,</p>			

	<p>draw conclusions, and create new knowledge.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]</p>	<p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>			

<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>			
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]</p>	<p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with</p>			

	<p>others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>			
<p>31.) 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. [SL.8.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>			
<p>32.) 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. [SL.8.3]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world</p>			

	<p>situations, and further investigations.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
<b>Presentation of Knowledge and Ideas</b>				
<p>33.) 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. [SL.8.4]</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>34.) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create</p>			

	<p>products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>			
<p>35.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			

# Language Standards

## Conventions of Standard English

36.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]

a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)

b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]

c. Form and use verbs in the active and passive voice. [L.8.1b]

d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]

e. Recognize and correct inappropriate shifts in verb voice and mood.\* [L.8.1d]

<p>37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]</p> <p>b. Use an ellipsis to indicate an omission. [L.8.2b]</p> <p>c. Spell correctly. [L.8.2c]</p>				
<b>Knowledge of Language</b>				
<p>38.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]</p> <p>a. 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). [L.8.3a]</p>				
<b>Vocabulary Acquisition and Use</b>				
<p>39.) 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. [L.8.4]</p>				

<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b]</p>			
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]</p>			
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]</p>			
<p>40.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]</p>			

<p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]</p> <p>b. Use the relationship between particular words to better understand each of the words. [L.8.5b]</p>			
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion</p>		

<p>41.) 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. [L.8.6]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>		
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