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| CL1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | |
| M | | P | NM | | Select multiple pieces of text evidence specific to the interpretation | | |
| M | | P | NM | | Defend the interpretation and evidence | | |
| CL2 - 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. | | | | | | | |
| M | | P | NM | | Identify an idea, theme, or topic of substance and Examine relevant supporting details | | |
| CL3 - 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. | | | | | | | |
| M | | P | NM | | Examine character traits and relationships | | |
| M | | P | NM | | Demonstrate how the dialogue and story events determine how the author directs plot and resolution | | |
| CL4 - 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. | | | | | | | |
| M | | P | NM | | Interpret the meaning of the words and phrases using the following strategies: assessing background knowledge, identifying context clues, distinguish the implication of the word/s (negative, positive, and/or neutral) | | |
| CL6 - 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. | | | | | | | |
| M | | P | NM | | Explain characters’ or audience’s point of view and/ or bias | | |
| M | | P | NM | | Recognize and describe, using text evidence, the use of word choice to create mood | | |
| CL9 - 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. | | | | | | | |
| M | | P | NM | | Examine the plot, character traits, and theme of a modern work | | |
| LS1 - 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. | | | | | | | |
| LS1a - 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. | | | | | | | |
| M | | | P | | NM | Come to discussion prepared | |
| M | | | P | | NM | Refer to evidence on the topic and identify the source of the evidence and Consider other ideas and respond to those ideas | |
| LS1b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed. | | | | | | | |
| M | | | P | | NM | Take turns speaking, Speak with appropriate volume and rate, and Make eye contact | |
| M | | | P | | NM | Invite others to join discussion and speaks in ways that invites response and further discussion. | |
| LS1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | | | | | | | |
| M | | | P | | NM | Pose questions and Acknowledge new information | |
| M | | | P | | NM | Speaks in ways that invites response and further discussion and connects the ideas to other texts or events. | |
| LS1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | | | | | | | |
| M | | | P | | NM | Formulate conclusions by further developing ideas. | |
| M | | | P | | NM | Uses more precise words to describe thinking without being redundant | |
| LS3: 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. | | | | | | | |
| M | | | P | | NM | React to a speaker’s message by supporting thinking with evidence | |
| M | | | P | | NM | Challenge others to provide support in the form of evidence and interpretation. | |
| LS4: 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. | | | | | | | |
| M | | | P | | NM | Present points clearly Identify evidence that supports those claims and findings | |
| M | | | P | | NM | Use effective eye-contact and body language to support the tone of the presentation | |
| LS6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | | | | | | |
| M | | | P | | NM | Appropriately adjusts register (formal, semi-formal, informal) dependent on context or specific task | |

Comments: