



DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE 8 Common Core State Standards Initiative – English Language Arts Unit 1 Unit 2 Unit 3																
College and Career Readiness Anchor Standards for Reading		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
Key Ideas and Details																
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				.		.								.
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				.		.								.
Craft and Structure																
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		.	.						.	.	.	.
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.														
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	.			.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				.	.	.			.					.
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.														
Range and Level of Text Complexity																
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

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Reading Standards for Literature

Key Ideas and Details

<input type="checkbox"/>	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.																		
<input type="checkbox"/>	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.																		
<input type="checkbox"/>	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

<input type="checkbox"/>	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.																		
<input type="checkbox"/>	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.																		
<input type="checkbox"/>	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.																		

Integration of Knowledge and Ideas

<input type="checkbox"/>	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)																		
<input type="checkbox"/>	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.																		

Range and Level of Text Complexity

<input type="checkbox"/>	RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.																		
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Reading Standards for Informational Text

Key Ideas and Details

<input type="checkbox"/>	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.																		
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<input type="checkbox"/>	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.														
<input type="checkbox"/>	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).														
Craft and Structure																
<input type="checkbox"/>	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.														
<input type="checkbox"/>	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.														
<input type="checkbox"/>	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 Knowledge and Ideas																
<input type="checkbox"/>	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.														
<input type="checkbox"/>	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.														
<input type="checkbox"/>	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 and Level of Text Complexity																
<input type="checkbox"/>	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.														
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.														
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.														

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Production and Distribution of Writing

<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.												
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	.				.	.						.

Research to Build Knowledge

<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		.	.							.		
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.												
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.												

Range of Writing

<input type="checkbox"/>	A.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Writing Standards

Text Types and Purposes

<input type="checkbox"/>	W.8.1	Write arguments to support claims with clear reasons and relevant evidence.												
<input type="checkbox"/>	W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.												
<input type="checkbox"/>	W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.												
<input type="checkbox"/>	W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.												
<input type="checkbox"/>	W.8.1d	Establish and maintain a formal style.												
<input type="checkbox"/>	W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.												
<input type="checkbox"/>	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.									.			


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<input type="checkbox"/>	W.8.2a	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.														
<input type="checkbox"/>	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.														
<input type="checkbox"/>	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.														
<input type="checkbox"/>	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.														
<input type="checkbox"/>	W.8.2e	Establish and maintain a formal style.														
<input type="checkbox"/>	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.														
<input type="checkbox"/>	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.														
<input type="checkbox"/>	W.8.3a	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.														
<input type="checkbox"/>	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.														
<input type="checkbox"/>	W.8.3c	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.														
<input type="checkbox"/>	W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.														
<input type="checkbox"/>	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.														
Production and Distribution of Writing																
<input type="checkbox"/>	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.														

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<input type="checkbox"/>	W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	•			•	•		•							•
Research to Build Knowledge																
<input type="checkbox"/>	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		•	•					•					•	
<input type="checkbox"/>	W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.														
<input type="checkbox"/>	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<input type="checkbox"/>	W.8.9a	Apply <i>grade 8 Reading standards</i> 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”).														
<input type="checkbox"/>	W.8.9b	Apply <i>grade 8 Reading standards</i> 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”).														
Range of Writing																
<input type="checkbox"/>	W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	•	•	•		•	•	•	•	•	•	•	•	•	
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•			•	•	•			•	•		•	•	•
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	•			•	•	•			•			•	•	•
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		•	•						•			•		

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<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	.				.									.
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	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.														
<input type="checkbox"/>	SL.8.1a	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.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	.		.	.	.	.	.	.		.	.	.	.
<input type="checkbox"/>	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																
<input type="checkbox"/>	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		.	.						.			.
<input type="checkbox"/>	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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<input type="checkbox"/>	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
College and Career Readiness Anchor Standards for Language																
Conventions of Standard English																
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
Knowledge of Language																
<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		•	•											
Vocabulary Acquisition and Use																
<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.														
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										•				
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Standards																
Conventions of Standard English																
<input type="checkbox"/>	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
<input type="checkbox"/>	L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.														
<input type="checkbox"/>	L.8.1b	Form and use verbs in the active and passive voice.														
<input type="checkbox"/>	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.														
<input type="checkbox"/>	L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*														
<input type="checkbox"/>	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														

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<input type="checkbox"/>	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.														
<input type="checkbox"/>	L.8.2b	Use an ellipsis to indicate an omission.														
<input type="checkbox"/>	L.8.2c	Spell correctly.														
Knowledge of Language																
<input type="checkbox"/>	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.8.3a	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).														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.														
<input type="checkbox"/>	L.8.4a	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.														
<input type="checkbox"/>	L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).														
<input type="checkbox"/>	L.8.4c	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.														
<input type="checkbox"/>	L.8.4d	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).														
<input type="checkbox"/>	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.														
<input type="checkbox"/>	L.8.5b	Use the relationship between particular words to better understand each of the words.														
<input type="checkbox"/>	L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).														
<input type="checkbox"/>	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•